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This document, intended for use with first graders, is one of a series of social studies curriculum guides. Lessons include (1) Families in Our Community, (2) Families in High Rise Apartments, (3) Families in Old Homes of the City, (4) Families in Alaska, (5) Families in Mexico, and (6) Families in Japan. The program is structured so that (1) the course content is taught within a conceptual framework, i.e., the student is taught to understand basic concepts rather than a mass of isolated facts, (2) the use of the discovery or inquiry method of study is emphasized, (3) many disciplines of the social sciences (economics, geography, history, anthropology, and political science) are integrated into the material, (4) the child is placed in a world wide community, (5) basic skills and research techniques are encouraged, (6) multi-media resources are used, and (7) program objectives are stated in terms of children's behavior. An Instructional Kit containing slides, films, tapes, and transparencies to accompany the guide is available. Bibliographies suggest additional materials. (WD)

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FAMILY LIFE AROUND THE WORLD
Level I

Written and Compiled
by
Title III Social Studies Workshop Participants

Sam Houston Area
Cooperative Curriculum Center for Improvement
of Educational Opportunities
August, 1968

Sam Houston State College
Education Dept.
Huntsville, Texas

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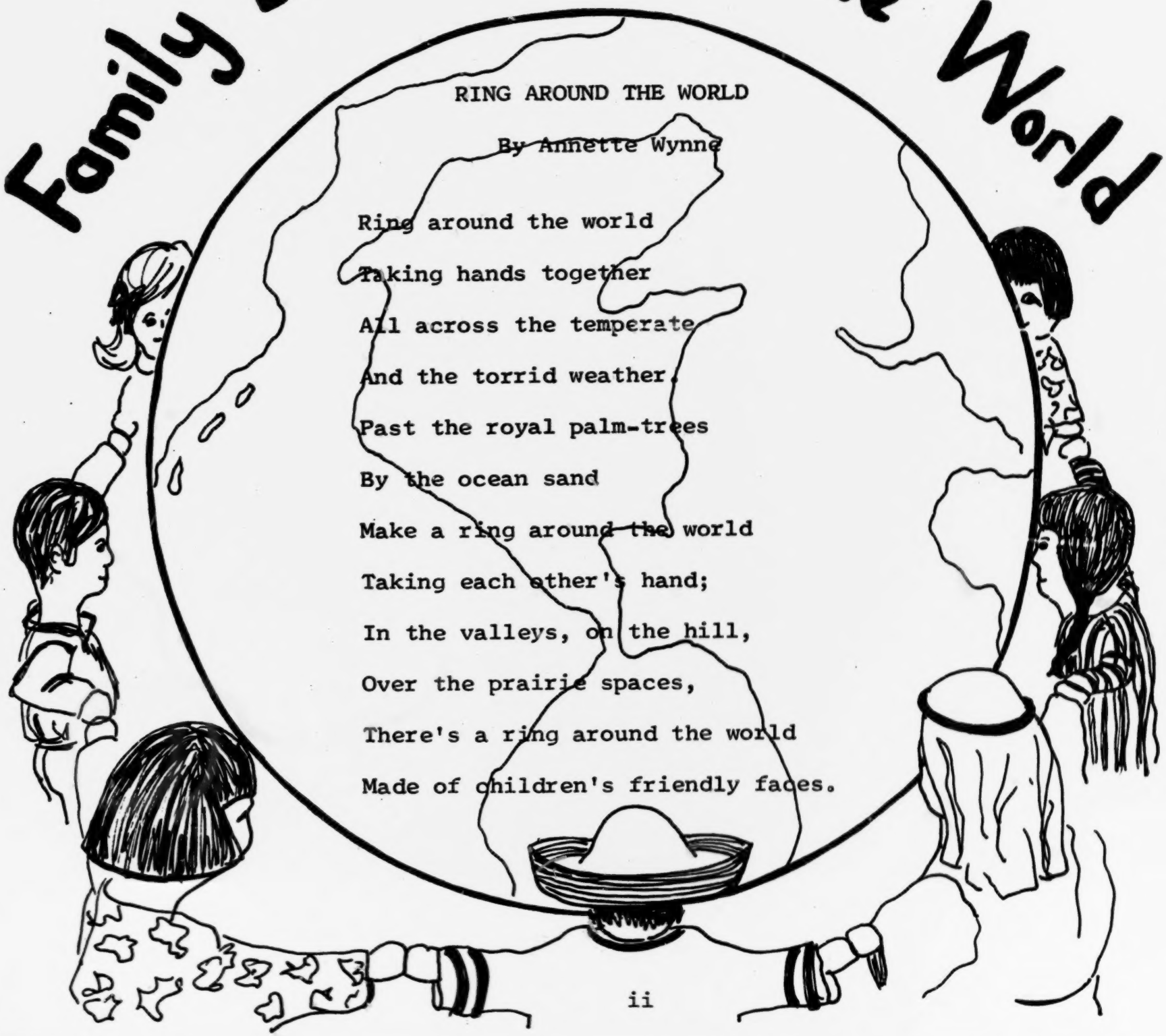
Family Life Around The World



RING AROUND THE WORLD

By Annette Wynne

Ring around the world
Taking hands together
All across the temperate
And the torrid weather.
Past the royal palm-trees
By the ocean sand
Make a ring around the world
Taking each other's hand;
In the valleys, on the hill,
Over the prairie spaces,
There's a ring around the world
Made of children's friendly faces.

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FOREWORD

Children attending the primary grades of our schools this and successive years are destined to be the explorers of space, of technological advancements in medicine and other scientific areas, and of human relations throughout the world. Teachers of social studies looking into the eager faces of these children should feel a tremendous responsibility and perhaps an appreciable amount of anxiety that they will be able to prepare these youngsters for the never-ending world of change and the unforeseeable future which lies ahead of them. These children will be making the decisions from the year 2000 and on into the new century. In the field of social studies teachers have an unequaled opportunity to equip and fortify these children with skills, abilities, and understandings which will be needed.

This bulletin is one of a series designed to provide students in the elementary schools with a pertinent curriculum in the social studies. It attempts to incorporate into an effective instructional program the newest ideas from authorities in the field of social studies and elementary education. Instead of being an area of incidental experiences occurring whenever the teacher or administrator felt that the schedule could be stretched, the social studies program is planned as a comprehensive and sequential curriculum designed to include strategies of teaching which will require the child to think and to understand concepts rather than to memorize and repeat facts.

Children of today live in a complex society. Change is constant, sometimes taking directions which had not been anticipated. Children must be trained to deal with fluctuating conditions, expanding knowledge, and new relationships. Increased urbanization, population growth, technological

advancements, and the knowledge explosion must all be interrelated. Our children must develop an understanding of different ways of living within our own nation and throughout the world. They must become skilled in critical thinking to combat the barrage of persuasive language ranging from television commercials to political propaganda. These tools will help them to strengthen the belief in the American Heritage and the democratic way of life.

Formerly, the social studies curriculum in the primary grades based many of its understandings on the discipline of sociology, focusing on the family, the child's relations with the school, and his expanding community. In this program, concepts from many disciplines of the social sciences have been included. They are needed to equip the child for his early contacts with economics, geography, history, anthropology, and political science. These elements are becoming increasingly important to the elementary school child. From these disciplines the child not only will develop basic understandings but tools of problem-solving and inquiry which will enable him to think critically about crucial issues of today and in the future. Teaching materials are being prepared and many resources are suggested. These can be added to children's or professional libraries as funds are available. However, the effective implementation of this curriculum program will be determined in the final analysis by the effort, the interest, and the creativity of the individual teacher. She must take the suggestions here and adapt, supplement, and enhance them as she finds the materials, the ideas, and learning opportunities. It is hoped that this bulletin will challenge all teachers and their children to discover the exciting adventures awaiting them in social studies.

BASIC PHILOSOPHY OF THE SOCIAL STUDIES CURRICULUM

Social Studies was a neglected area of the curriculum for many years. Some authorities have felt that it became the poorest taught of any curriculum area. At the present time, a number of experimental programs and the development of improved and innovative commercial materials have given a revitalization and a new interpretation of the social studies curriculum. This program has attempted to incorporate certain identifiable trends which are associated with improved social studies programs. These can be summarized as follows:

1. Content for the social studies curriculum is placed within a conceptual framework. This means simply that children develop understanding of basic concepts rather than attempting to learn isolated facts which are usually forgotten after the immediate need for memorizing these facts has been satisfied. Through the understanding of concepts children become aware of fundamental learnings which are transferable or applicable in many situations. They learn to use facts to arrive at generalizations or conclusions rather than just to recall and re-tell them to the class or teacher in a rather highly structured question and answer form of teaching. Concepts emphasized in this bulletin represent a multi-disciplinary approach. They are suggestive and are not intended to be delimiting in scope. It is expected that each creative teacher will add other important related concepts which evolve naturally through stimulating study of the various units.

2. This program attempts to emphasize the use of the discovery or inquiry method of study. Children are challenged through problems or questions to find out the "why" and "how."

They are placed in learning situations where they must interpret, infer, and finally generalize. They must demonstrate understanding of a concept through application. Rather than "telling" students, teachers structure the learning situation so that the children become the active agent. Children explain, they project, they predict, they analyze, they verify. Hilda Taba's "Teaching Strategies" make excellent background reading for the teacher not experienced in this type of teaching.

3. The program attempts to include basic concepts from many disciplines of the social sciences. In early grades former social studies programs emphasized sociological understandings. In the middle grades, geography provided the main focus with some aspects of economics being included in factual form but with little attempt being made to develop basic economic concepts. History received some emphasis in upper elementary grades with traces being found in the lower grades through the study of holidays. Children of today are exposed daily to countless economic principles, to many historically related events and constant history-provoking situations, as well as those involving geography and sociology. It is necessary that they become adept in their understanding of basic concepts of all of these disciplines and of the methods of inquiry used in each.

4. It places the child in his world-wide community. Children are no longer members of the family community alone. Through the media of television, radio, publications, and first-hand experiences, they become acquainted with regions and people often far removed

from their actual location. Therefore, this bulletin reflects the trend found in many new social studies programs of developing understandings of similarities and differences among peoples of the earth while the child is still in the first grade. Through these experiences he develops a respect and appreciation for the basic common needs of all mankind and for the various means that man is using in fulfilling these needs.

5. It encourages the use of basic skills and research techniques. From the first grade, children are introduced to the function and interpretation of appropriate globes and maps. Through these associations it is hoped that children will develop more accurate concepts of the actual and relative physical location of regions of the world, factors that influence man's mode of living in these regions, and adjustments that man makes to these conditions. From the beginning, children are taught to do research. They learn to study pictures, to observe actualities, to analyze models or realia, and later, of course, they are taught appropriate research techniques involving reading. Their use of the discovery method of learning necessitates development of these skills.

6. The program emphasizes the use of multi-media resources. Teachers preparing these curriculum bulletins have searched every available source to locate films, filmstrips, records, transparencies, commercial programs, supplementary reading publications, and illustrative materials. These are placed under the Resources column or in the Bibliography. Many of

these may not be available in a particular school, but it is believed that they could be obtained if teachers recommend them. Other teaching materials have been prepared by these teachers to assist in the implementation of this new program. They are suggestive and it is expected that each teacher will take these ideas and develop others of her own to enhance her instruction. These materials will be particularly effective in assisting the teacher meet the differences of each child's experiential background, his language facility, his learning style, his abilities, and his interests.

7. <u>The objectives of the program are stated in terms of children's behavior</u>. Another characteristic of new social studies programs is that objectives are stated in terms of behavior which the child demonstrates as he is learning and developing understandings and skills. If teachers can identify a behavioral manifestation which would represent these understandings and skills then she can move readily determine whether or not the child is reaching the objectives. Instead of stating "To develop an understanding of . . ." the behavioral objective may state: "To explain how" or "To draw a rough sketch . . .", etc. which would describe an action the child could perform. This, in turn, enables the teacher to adjust instruction according to the child's needs as reflected through his behavior.

SUGGESTIONS FOR USE OF GUIDE

In using this Social Studies Guide a few suggestions may prove to be helpful. A study by the teacher of the Objectives will provide an overview of the breadth and depth of the program. Each unit has been selected for inclusion for specific purposes. These are described in the Introduction to each unit.

The Content column of the unit is intended to be suggestive and in no way precludes the teacher's and children's expansion and development of the subject in other directions or in more depth. Activities or Learning Experiences included should be considered as "starters" which will motivate many other exciting discovery opportunities which the imaginative and creative teacher will include. Learning Experiences which have been described in this Guide have been coordinated with all available reading and audio-visual materials. It is expected that each teacher will utilize any and all such materials which can be obtained in her school.

An Instructional Kit has been prepared which contains slides, filmstrips, tapes, and transparencies for the teacher's use. These are shown throughout the Guide by references to Slides #___, Transparencies #___, and Tapes #___. Filmstrips have been identified by title. These Kits are distributed by Educational Service Center, Huntsville, Texas. If these are not available to the teacher, the extensive bibliographies suggest additional materials which can be rented or ordered. By making notes in the Resources column the teacher can coordinate her own materials with suggested Learning Experiences.

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Background material for the teacher's own preparation has been compiled and placed in the Appendix. A Bibliography lists sources where she can read in depth to extend her knowledge and understandings of these concepts. These materials, in addition to the Analysis of Content charts can be found in the Supplement to the primary social studies units. This Supplement includes poems and other helpful teaching materials.

OBJECTIVES FOR SOCIAL STUDIES

FIRST GRADE

KNOWLEDGES

The child is able

To explain how the present is influenced by events of the past.
To show that the history of an area has a definite influence on customs, celebrations, beliefs, and ways of living of families.
To show that people with a primitive culture react differently from people in an advanced culture, to similar environments.
To explain how geographic factors influence where and how man lives.
To cite similarities found among people living in similar natural settings. and the differences which also exist.
To give reasons showing how and why people in a family are interdependent.
To show that in adapting to, or in adapting, their environment, the choices made by people (families) are dependent upon educational background, cultural values, and technological skills.
To explain why man's economic level is dependent upon his educational background, his cultural values, and his technological skills.
To describe how the family meets its basic human needs in varying economic and cultural backgrounds.
To show that each family has its own beliefs, customs, traditions and skills which are passed on from parents to children.
To demonstrate that all people in a family can participate in and contribute to family living.
To explain how change has come about as a result of modern-day transportation and communication systems.
To show that every family has a kind of authority structure which is its ruling and decision-making body.
To cite specific examples which show that the urbanization trend in the U. S. and other parts of the world had increased problems of social disorganization, interpersonal relationships, and group interaction.
To explain how the population explosion is presenting man with a challenge all over the world.

To reconstruct reasons why people live together in families.
To tell of instances where family wants were sacrificed in order to realize family needs.
To demonstrate through role playing or other means the understanding that the family is the basic social and economic unit around the world and that families are much more alike than different.

THINKING SKILLS

The child is able

To observe similarities in communication of customs and traditions from parents to children in many countries of the world.
To interpret a national identify in terms of the art, music, architecture, food, clothing, and sports of the people.
To observe that the family is the basic social unit in most cultures.
To formulate generalizations regarding the existence of social classes the world over.
To analyze the factors of the individual's social environment which affect the growth and development of that individual.
To analyze and interpret the causes of change within various regions.

ATTITUDES, APPRECIATIONS, AND VALUES

The child is able

To demonstrate an appreciation for the cultures, culture values, and traditions of other peoples.
To reflect through personal actions an appreciation of our historical background and the American Heritage.
To show appreciation for the necessity for rules by observing health and safety rules.

SKILLS

The child is able

To work cooperatively in a group.

To work cooperatively in a group.
To demonstrate competence in locating various countries and regions on mapsand globes provided.
To orient a map to the cardinal directions.
To construct simple maps.
To recognize and compare many types of maps.
To use relative terms of location: near, far, above, below, up, down.
To create objects of art with various media.
To contribute to the solution of problems raised in discussions.
To look up pertinent information, books, and pictures and bring to class.
To interpret and apply information taken from charts.

Families in our Community

FAMILIES IN OUR COMMUNITY

"Families in Our Community" has been selected as the first unit for first grade social studies because it is desirable to begin at a point where each child can be secure--where each can make a contribution. Through this unit the teacher can learn much about the child's individual background: family life, socio-economic status, level of aspiration, language usage, and other important factors. Many suggestions are made for use of visual aids so that the child's curiosity is stimulated, creating a need for oral expression. Visual aids provide one form of vicarious experiences which some children need more than others. By means of this unit, the teacher can motivate interest in other families around the world which follow in the first year social studies program.

Main Idea I. People usually live in groups that we call families.

CONTENT	LEARNING EXPERIENCES	RESOURCES
The family is the basic social unit of man.	<u>OPENER</u> Ask, "What is family? Why do you think we live together in families?" (Accept all ideas and make a chart using their answers.)	Teacher-made chart: Families live together because: They love each other. They help each other. They make a team. They take turns. They play together. They work together. Everyone needs someone. (Add others that children suggest.)
Usually people live in family groups. Vocabulary: family baby wedding aunt home uncle income cousin mother grandmother father grandfather sister brother	"Have people always lived in family groups? Why? Why not?" Read, "Cave Dwellers," pp. 33-55 in <u>A World Full of Homes</u>. "If you had lived in the time of the cave dwellers would you have wanted and needed some sort of group living?" Discuss the ideas of survival, protection, getting food, as illustrated in the above reading material.	Burns, William. <u>A World Full of Homes</u>. New York: McGraw-Hill, 1953, pp. 33-55.
Family names are different.	Ask, "Why is my name Corner and your name is something else? Wouldn't it be confusing if we all had the same name? I have a movie for you today that may clear up some of your questions. The movie is called <u>Why Is My Name Anderson?</u>" Follow up--"Now can you explain why this family had the Anderson name? How did you get your last name?	Film: <u>Why Is My Name Anderson?</u> No. 657201. New York: McGraw-Hill.

CONTENT	LEARNING EXPERIENCES	RESOURCES
	Have you been to a wedding recently that reminded you of the wedding in this film? Are all wedding ceremonies just alike?" Use slide #1.	Slide #1 - (Family including all members.)
Wedding ceremonies and customs differ.	"In our country men and women choose their own mates. In some countries parents choose mates and arrange weddings. In some countries the couple never meet until the wedding ceremony."	
Each family unit has a beginning.	Teacher should have on hand a good collection of real or commercial wedding pictures--not just the bride and groom repeating vows, but pictures that portray traditional customs. The caption might be, "The New Family Begins." Use a simple story chart for the main idea or center of interest. Children will contribute story ideas.	Wedding Pictures, real and commercial. Suggested Story Chart: There has been a wedding. A man and a woman got married They must have a home. They need an income. This family may grow larger.
Families are more alike than different.	"This book is called, Families and Their Needs. As I read, I want you to decide how the families I am reading about are different from your family. How do they differ in other ways?" (Religion, education, customs, beliefs). Follow-up and evaluate with a short check test. Teacher's check test. Give directions: "You each have a sheet with your name at the top. Under your name you will find numerals from 1-10. When I read a statement if you think the statement is correct make a ✓ by the numeral that I call out. If you think it is incorrect--or wrong do not make any mark by the numeral that I call." After papers are checked return them to the pupils and use one or two class periods to discuss each statement in length.	Anderson, Edna. Families and Their Needs. Dallas: Silver Burdett, 1966, pp. 32-52. Teacher's check test sheet. (See next page.)

TEACHER'S CHECK TEST

✓ 1. It would be confusing if we all had the same name.

✓ 2. All families need some form of shelter.

3. All families worship in the same way.

4. Every person has the same type of education.

5. All wedding ceremonies are exactly alike.

6. The movie we saw was called, "The Alaskan Family."

✓ 7. Families love and help each other.

8. In [illegible] country the parents choose the wedding partner for their children.

✓ 9. Families are happier when they work and play together.

10. People that believe different from the way we believe are wrong.

MAIN IDEA II. Families in our community differ in size, structure, and membership.

CONTENT	LEARNING EXPERIENCES	RESOURCES
	OPENER "How many members are in your family? Who are they? Who has the smallest family? largest family? most adults? most children?"	
Families are of different sizes: many members, few members, no children, older children, babies, adopted children.	DISCOVERY Provide newsprint or cream manilla 11 x 18 for the children to draw "portraits" of The People Who Live In My House. Note the family membership and provide an atmosphere of acceptance whereby each child feels at ease to discuss these relatives, adopted parents, foster homes or whatever might be the case.	Art Supplies
Most families consist of adults and children.	Several periods may be utilized to discuss individual portraits. Each child will have a chance to "Show and Tell" about his family members. Keep the portraits for additional usage.	Bulletin board of "family portraits."
Families in our town vary in number of adults. Father — Aunts Mother — Uncles Grandmother — Cousins Grandfather Foster children (older)	Select several children to put their family portrait on the bulletin board. Write short captions about each picture in order to personalize the discussion. (Here is Billy's family. What a nice family Bill has.)	

CONTENT	LEARNING EXPERIENCES	RESOURCES
Each family has personal traits.	Discuss the various drawings as to family size; largest, smallest, most children, twins, unusual families. Use paper dolls, cut-outs, or stand-up figures, on board or ledge, flannel board, or bulletin board. Children use these figures to build their own family.	Anderson, Edna. Families and Their Needs. Dallas: Silver Burdett Company, 1966, pp. 6-7. Paper dolls, cut-outs, stand-up figures.
Families vary in structure. Both parents are present. Father and mother are both away: working, in service, ill. Grandparents or other relatives may be a part of immediate family.	Discuss magazine pictures that have been mounted of family groups; relate discussion to comparisons with portraits drawn in class, size of family, identity of members. Read poem "Little Brother's Secret" and discuss. Let a child with a large family select from the class children to represent his own family members. A child with a small family does the same. Each group can dramatize activities the family might engage in; eating a meal, fixing the table, watching TV, going on a trip, having a picnic. Explain that some things we can and like to do alone, other things we like to do with family or friends.	Mounted Magazine Prints. Mansfield, Katherine. "Little Brother's Secret." From Arbuthnot, May Hill. Time for Poetry. Chicago: Scott, Foresman, 1957, p.23. (See Appendix)
Age of children will vary in different families. Married brothers or sisters Younger children Babies	Play a game "Alone or Together." Divide the class into two teams. Members of one team will name activities such as listening, reading, riding, hop scotch, walking, hide and seek, riding on a fire truck, rocking the baby. Members of the other team will respond when each activity is named by saying "alone" or "together". There will be many opportunities for discussion or "why periods." Some activities will be discussed from both stand points of doing these alone or with the family.	

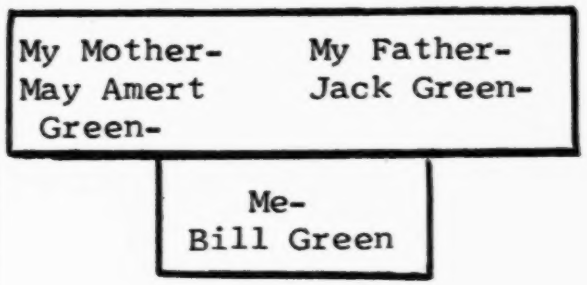
CONTENT	LEARNING EXPERIENCES	RESOURCES
	Read A Friend is Someone Who Likes You. Discuss how a member of the family is also a friend.	Anglund, Joan. A Friend is Someone Who Likes You. New York: Harcourt, Brace and World, Inc., 1958.
	Invite tales of friendship of "Who is your favorite friend?" or "Why do you like your special friend?" Use slide #2.	Slide #2. (Friends play together.)
	Discuss brother, sister relationships; older brothers and sisters, younger brothers and sisters. Bring out the fact that some family members are not the right age or size to play with.	Outline drawing of boy or girl skipping.
	Read "Skipping Along Alone." Use it for role-playing and for choral reading. Boys read one line with the teacher. Girls read another. Discuss whether a friend or family member would have made this experience more enjoyable.	Skipping Along Alone O how I love to skip alone Along the beach in moisty weather. The whole world seems my very own, Each fluted shell and glistening stone, Each wave that twirls a silver feather. I skip along so brave and big Behind the sand-birds gray and tiny, I love to see their quick feet jig Each leaves a mark, neat as a twig, Stamped in the sand so clear and shiny.

CONTENT	LEARNING EXPERIENCES	RESOURCES
		And fine and faint as drops of spray I hear their little voices calling, Sweet, sweet! Sweet, sweet! I hear them say-- I love to skip alone and play Along the sand when mist is falling. by Winnifred Welles
Some family members take care of, or look after, other members.	Discuss why some family members must be taken care of: very young, very old. Both groups cannot earn an income. Older ones may help at home. Ask: "Who takes care of you? Who took care of you when you were a baby? Who else must we look after?"	Welles, Winifred. "Skipping Along Alone." From Arbuthnot, May Hill. The Sound of Poetry. Chicago: Scott, Foresman, 1959.
When a new member is added to the family, new responsibilities may occur.	Invite discussion of new family members by having a friend bring a baby for a short visit to the classroom. Show pictures of families with small babies. Use real snapshots if available. Pose the question, "Why do babies need so much attention?" Act out different situations. View filmstrip, The New Baby. Discuss.	A visiting mother and baby. Filmstrip: The New Baby. Detroit: Jam Handy Organization.
All very young things are helpless.	Show filmstrip Animal Babies and Families to familiarize the children with characteristics of all very young animals. Discuss helplessness of young and love shown to them.	Filmstrip No. 123. Animal Babies and Families. Chicago: Coronet, 1955.

CONTENT	LEARNING EXPERIENCES	RESOURCES
Babies are fun. Babies are trouble.	Suggest, "We discussed babies needing attention. Do they ever cause trouble? Are they always fun to have around? Would you like for us to make a check sheet about the baby? On one side we will think of ways he is fun; on the other side we will mention ways he might be trouble."	Our Baby (Check Sheet) He is fun. He is trouble. He laughs. He cries. He holds my hand. He can't walk. (Let the children make others.)
	Ask for "pictures of you as a baby." Teacher may also bring hers. Use an opaque projector to show the pictures on wall or screen. If a projector is not available, make a bulletin board display. Label each child's picture.	Baby pictures of class members.
We can all assume some added responsibility.	Suggest a "Carry-home picture" of how you can, will, or could, help with a baby. List and discuss a few situations (play with baby in his crib, pick up own toys so mother won't have to, carry out garbage, play quietly, wipe dishes, watch baby while mother is busy, polish own shoes.) Make chart to summarize.	How We Can Help with Baby Play with baby. Fold diapers. Play quietly.
A baby can do many things.	Provide old magazines--children will contribute old catalog parts or magazines if you ask--cut out and mount baby pictures for a bulletin board study of "Things a Baby Does," such as sleeps, eats, laughs, cries, learns to sit, is walking. Use Slide #3, #4, #5.	Magazines, catalog, for cutting. Slide #3--Baby laughing. Slide #4--Baby crying. Slide #5--Baby sleeping.

CONTENT	LEARNING EXPERIENCES	RESOURCES
	Read poem, "Little" to class. Ask children to illustrate.	Little I am a sister of him and he is my brother. He is too little for us To talk to each other. So every morning I show him My doll and my book; But every morning he still is Too little to look. by Dorothy Aldis
Grandparents sometimes live in the home of a son or daughter. Sometimes grandparents visit in the home.	Arrange a surprise visit from grandparents of class member if possible. Four grandparents would be ideal; if not available, settle for two, or even one. Introduce the visitors and have them explain why they came. This exercise will be worked out in advance by teacher and grandparents. Grandparents might say, "Yes, I am Timmy's grandmother. We have good times together and he tells me he is studying about families here at school. Mrs. _____ asked us to come and tell you about our grandchildren (or grandchild)." Each grandparent may contribute to general discussion. Children should also be involved, through questions. Generalize that grandparents are an important part of the family.	Aldis, Dorothy. "Little." From Arbuthnot, May Hill, Time for Poetry. Chicago: Scott, Foresman, and Co., 1959, p. 22. Doss, Helen. A Brother the Size of Me. Chicago: Lippincott, 1960. Wilson, Dorothy. The Doll Family. New York: Wonder Book, 1954. Barker, M. The Different Twins. Chicago: Lippincott, 1957.

CONTENT	LEARNING EXPERIENCES	RESOURCES
Grandparents provide many happy experiences and memories.	"Did you like the grandparents visit? Let's talk about your grandparents." Make several experience charts after discussion or duplicate a page that might be cut apart for individual stories. Bill has four grandparents. They are Mr. and Mrs. Green and Mr. and Mrs. Amert. They live in Houston, Texas and Dallas, Texas. Bill (seldom, often) visits them. They (seldom, often) visits him.	(Possible Experience Charts) A Visit with Grandmother When my grandmother comes to see us she tells me many good stories. She tells about when my daddy was a little boy. Sometimes she talks about when she was a little girl. I like her stories. My Grandfather My grandfather is my buddy. He takes me fishing at the lake. We get in a boat with a motor. It goes "put-put-put." Grandfather lets me bait the hook. We have fun together. Grandmother-Fay Amert-Mother's Mother Grandmother-Helen Green-Father's Mother Grandfather-Hank Amert-Mother's Father Grandfather-Tom Green-Father's Father

CONTENT	LEARNING EXPERIENCES	RESOURCES
Everyone has an "extended family."	Make a duplicated sheet so each child may have a "family tree" sheet. Reassure each child that those with whom he lives make a family--plan before hand for providing different sheets for those with different family situations. Caution: Be sure you know each child's family background for this. Discuss an "extended family." Ask each child to tell a favorite memory of his own childhood involving an experience with grandparents or an older person. Say, "Today I am going to tell you a 'Once Upon a Time' story." Invite their true tales of 'Once Upon a Time'. Accept it even if it sounds half or all fantasy.	
We can find ways to enjoy the company of older people.	With children's suggestions make a list of "things we can do with grandparents" or "what grandparents can do with and for us." (Read stories, go for a walk, go fishing, go sight-seeing, talk, tell stories, tell us about long ago, baby-sit.) Make rhymes about these happy times. I love my grandmother very much. I love her soft and gentle touch. I try to see, How good I can be, When grandmother comes to visit me. If teacher provides the first line, children will provide more. Read poem, "Greaty-Great Grannie", or substitude poem from teacher's files.	Evans, Eva K. Home Is a Special Place. New York: Golden Press, 1961. Borie, Lysbeth Boyd. "Greaty-Great Grannie" from Childcraft Book I. Chicago: Field Enterprise and Co., 1965. (See Appendix)

CONTENT	LEARNING EXPERIENCES	RESOURCES
Families may change in membership in other ways. Relatives may come to live with a family. Family members may leave home.	Pose the question, "How do families change in size?" (Grandmother, grandfather, aunt, uncle, or other relatives come to live with us. Sister, brother got married and moved away or went away to school or is in the armed services.) "How does this affect family situations?" Read What's a Cousin? by Helen Olds. Ask: "Do you have a cousin or more than one cousins? How did they get to be your cousins?"	Low, Alice, Grandmas and Grandpas. New York: Random House, 1962. Olds, Helen, What's a Cousin? New York: Knopf, 1960.
Our families are important to us. They give us love, a home, food, and clothing. Children can give parents love, respect, and obedience to rules made for safety.	Initiate a discussion about parents. Teacher might ask, "Jimmy, do you think parents are important people? Why?" Give each child an opportunity to contribute to the discussion. Show the film Appreciating Our Parents. Ask: "How could you tell that these children appreciated their parents? Did the parents make them mind? Let's re-tell this story by organizing into three groups. Group 1 will appoint their story tellers and tell the story up to (teacher discretion). Group 2 will do likewise up to _____, and Group 3 will finish the story, "How can we show our appreciation to parents?" Conclusion Plan a TV show--"Our Family Affair." Children can use their original drawings, "The People Who Live in My House", and paste them on one long wide roll of white wrapping paper.	Film: Appreciating Our Parents. #397, Coronet Instructional Films. 7901 Coronet Building, Chicago, Illinois. Stillman, Peter. Happy Feeling of Thank You. Norwalk, Conn.: Gibson Co., 1958. "Walking"(poem), see Appendix. Make a TV screen (if you do not have one) out of a big cardboard box; leave one side open and insert a roller (mop or broom handle) at the top and one at the bottom. Attach the roll of stories to the roller and

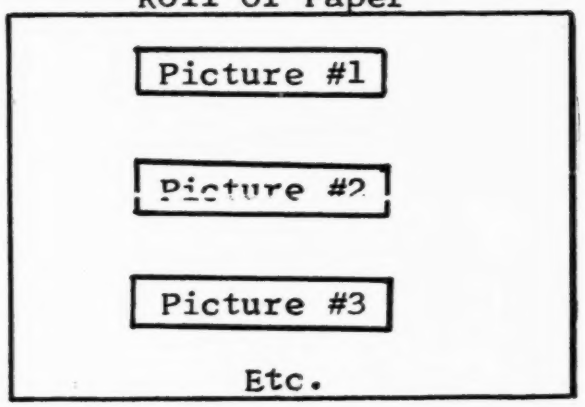
CONTENT	LEARNING EXPERIENCES	RESOURCES

Select two children to be the TV attendants (roll the film). As each child's picture appears he will be on TV telling the story behind his picture. Invite parents or other grades for the show.

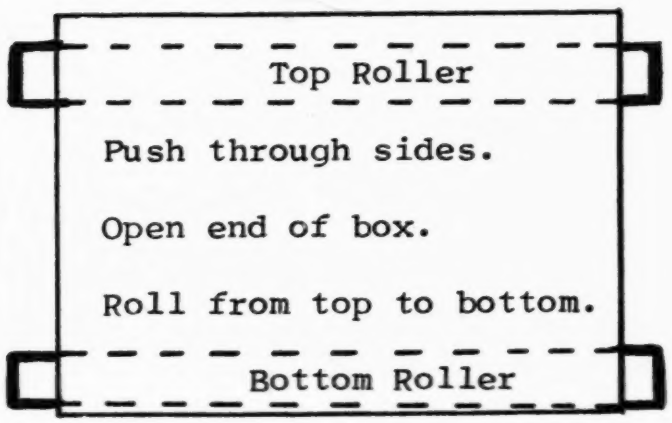
Alternate the TV attendants so that all children will be able to have a turn.

roll the complete set on it. Leave enough space at the bottom with nothing on it so that you can pull down and attach to bottom roller.

Roll of Paper



Box for TV



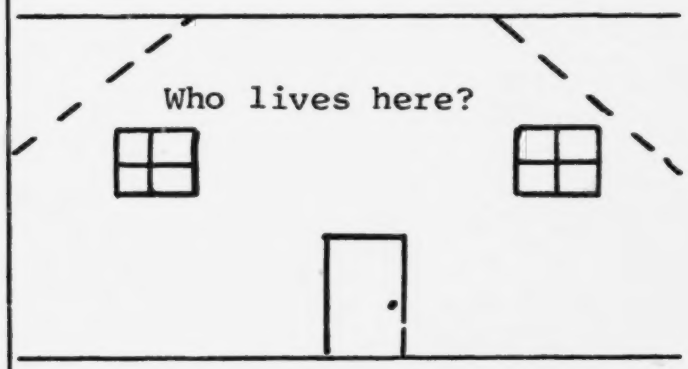
CONTENT	LEARNING EXPERIENCES	RESOURCES
Every individual has certain basic information concerning his family. (See questionnaire in middle column.)	1. My name is _____. 2. My father's name is _____. 3. My mother's name is _____. 4. I have _____ sisters. 5. I have _____ brothers. 6. I have ____(1-2-3-4)____ grandparents. 7. I am (happy, sad, cross) when my grandparents visit us. 8. We (work, play, have fun) together. 9. My grandparents (do, do not) live with me. 10. We have _____ people in our family. 11. We live in a (trailer, brick, frame) home. 12. We have a (little, big) yard. 13. I have (many, few) real friends. 14. I have (many, few) playmates. 15. I get along (well, badly) with others.	

MAIN IDEA III. Families in our community live in homes that differ in many ways.

CONTENT	LEARNING EXPERIENCES	RESOURCES
All families need some kind of shelter, or home. Some houses, or shelter, are big. Some houses are small. Shelters protect families from the weather. Families can have privacy or a place to be together in a home. Homes provide a place for families to rest and carry on other activities.	OPENER Say: "Can you think of a reason why we all have some kind of house or shelter? (Discuss) Are all homes the same size, shape, and price? (Discuss) If all our homes were suddenly taken away and no one had a home, can you imagine what would happen? Would you like to show me 'on paper what you think it would be like on the day no one had a home?'" Cream manilla 12 x 18 for each child. Discuss all pictures when finished. Use slides #6 and #7.	Anderson, Edna. Families and Their Needs. Dallas: Silver Burdett Co., 1966, pp. 6-25. Slides #6, #7. (Large house, small house.) Lovell, Hugh and Ouchi Albert. Economics in the First Grade. Portland, Oregon, Division of Continuing Education, 1967, pp. 6-9.
Every family's home occupies a certain area and this can be located on a map.	DISCOVERY Class makes a simple stand-up model map of the community. Children locate their homes on the map. They learn to give directions for reaching their home by using the map, for example: "Go out the north door of our school. Go west three blocks, turn north on Sycamore and go two blocks. My house is on the corner."	Simple three dimensional model map of community.

CONTENT	LEARNING EXPERIENCES	RESOURCES
	Relate the above model map to a flat city map. Children mark location of their homes on city map. Note other landmarks on the flat map.	City map.
	Read the story, The Wonderful House. Discuss all the animal homes as well as the home of the boy and girl. Say, "Is there any special reason why animals and people have a place to live?" Use an opaque projector and display pictures of small houses, barn, dog house, birdhouse, rabbit hole. Explain that each house is a type of shelter. Discuss other shelters.	Brown, Margaret. The Wonderful House. New York: Golden Press, 1960. Pictures of homes, animal homes, barns, birdhouses, etc. opaque projector.
Homes vary in structure. Some homes are new. Some homes were built long ago.	Ask the children to bring pictures of any kind of shelter they are able to find. Have a good collection of your own already mounted and ready to project with opaque projector and discuss. Suggest that a class member start the discussion concerning what might be good or bad about each place to live that you show on the screen. As other class members have a contribution they join into the general discussion. Use slide #8. Say: "I have a riddle on the board that a little girl (or boy) asked me one day. If you cannot read all of it, I will help you, then we will try to guess the answer." This place to live has wheels. It could be brought to school. It can be big or little. It is pretty. It is where I live. What kind of house is it?	Pictures of many kinds of homes. Mounted pictures of different kinds of homes. Slide #8. (A shelter)

CONTENT	LEARNING EXPERIENCES	RESOURCES
Homes are built of many kinds of material. Brick Lumber Stone Tin Others	Ask volunteers to make more riddles. Make charts using the children's sentences. "Think of every kind of home we may have in our town. Let's list these." If possible, take a walk and see a house under construction. Arrange with the contractor or someone in authority to answer some questions for the children. Stimulate the "question session" by posing some questions before the trip. (1) Are new houses expensive? (2) Who plans houses? (3) How many people work here? (4) What work does each have to do? (5) Why can't the same workers build the entire house? Have a buzz session while the children's enthusiasm for the new house is still keen.	Charts composed of children's sentences about different kinds of homes. List kinds of homes. Field trip to new house. Pope, Billy. Let's Build a New House. Your World, Series I. Dallas: Taylor Publishing Co., 1966.
Families must consider many things when they select a house: income family size location	Read the poem, "Our House." Discuss what people might like, or dislike, about--little houses, big houses, trailers, apartments, or others. Mention some things you like or dislike about your own home. The children will then more likely discuss their dislikes as well as their likes. Say: "If you were magic, what would you change about the place where you live?" Discuss realistic aspects of suggested changes. "Why can't we all have big houses, big lots, or other changes we would like?"	Our House Our house is small The lawn and all can scarcely hold the flowers Yet every bit of it Is precious for it's ours! by Dorothy Brown Thompson Thompson, Dorothy Brown. "Our House." From Bridled With Rainbows. New York: The Macmillan Co., 1949.

CONTENT	LEARNING EXPERIENCES	RESOURCES
	"Would family income have to be considered? What about convenience to work or school? What about family size?" Use cream manilla paper 12 x 18. Fold down upper corners. Say "This will be a 'for keeps' book. It will be yours when we complete many pages in it. Page 1 will be the cover sheet. Page 2 will be 'The place where you live.' Page 3: My name is _____. My address is _____. My telephone number is _____. Let's call page 4 'The inside of my house.' Divide the sheet into as many sections as you have rooms in your house. Label: I sleep here. We eat here. Mother cooks here. We take a bath here. (maybe) We eat, sleep, cook here." (Keep all booklets--and sheets as they are completed.	 Floor plan of houses from magazines, newspapers. Materials for making floor plans.
All shelters have a plan even if there is only one room.	Make a sizable floor plan (inside large box). Guide the children in their process. Use scraps of material, wall paper, construction paper, carpet the area. Make a yard. Put in grass, paper flowers, trees, etc. Furnish the house completely with paper, cardboard, or clay models. Use as an exhibit. This activity will take several class periods and much cooperative work.	Box Materials for playhouse.

CONTENT	LEARNING EXPERIENCES	RESOURCES
	Say: "Have you ever lived in a completely new house?" Discuss. "I have a film called The New House--Where it Comes From, would you like to see it?" "Could your family afford the house we saw being built? Who would pay for it? How much would it cost?" Discuss--"What is the difference between a house and a home? Do all members of the family have responsibilities in the home?" Read poem. Discuss.	The New House. Coronet Films, 1955. Available at Education Service Center, #874. Song for a Little House I'm glad our house is a little house, Not too tall nor too wide: I'm glad the hovering butterflies Feel free to come inside. Our little house is a friendly house. It is not shy or vain: It gossips with the talk- ing trees, And makes friends with the rain. And quick leaves cast a shimmer of green Against our whited walls, And in the phlox the courteous bees Are paying duty calls. by Christopher Morley

CONTENT	LEARNING EXPERIENCES	RESOURCES
	Conclusion Set up role-playing situations: You are Mr. Brown and your family of four children and parents is moving to Browntown. Pretend you are talking to a real estate agent. "What will you want in the way of a new home?" "You are Mrs. Meld. You and your husband have three children and your mother lives with you. Role-play your conversation over the telephone with a man selling houses."	Morley, Christopher. "Song for a Little House" from Childcraft Book 1. Chicago: Field Enterprise and Company, 1965.

MAIN IDEA IV. Families work and play in different ways in our community.

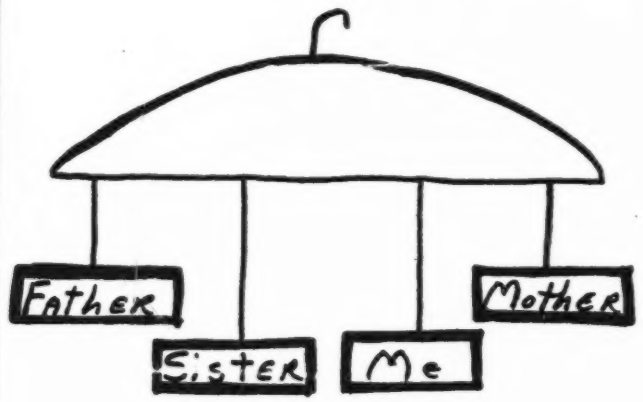
CONTENT	LEARNING EXPERIENCES	RESOURCES
Man has always carried on some kind of trading and exchanging. Indian tribes used bartering. People need money for an endless variety of reasons. Vocabulary: income expenses allowance earn wages education budget interdependent There must be a family income from somewhere for: Things we need. Things we want.	OPENER Say: "My family couldn't get along without money. Could yours? Did people ever get along without money? How? Are there still people who get along without money?" (Read stories about Indians of today bartering or trading instead of using money for their needs.) "Do you think money is necessary in order to live in our society? Let's listen to some true stories about other people and their need for money." Anderson- Families and Their Needs Show flipitrans from Everyday Economics and discuss those appropriate. DISCOVERY Short review using questions about the stories read from Families and Their Needs. Pictures from same book used with opaque projector. Entitle a chart - "Why Every Family Needs Money." List all responses made by children--then make two lists (with their help) "Things We Want/Things We Need." Discuss each group, or each list, and try to decide which thing a family would probably purchase first and why. Discuss what the big items might cost approximately and then ask, "Where will the money come from to buy one or all of the things listed? What is an income?	Holling, H. C. The Book of Indians. New York: Platt, 1952. Dolch, Edward. Navaho Stories. Chicago: Garrard, 1957. Anderson, Edna. Families and Their Needs. Dallas: Silver Burdett, 1966. Curriculum Development, Inc. Everyday Economics. Level I. New York: Noble and Noble, Publishers, Inc., 1963. Chart: Why Every Family Needs Money. home — trips shoes — ice cream food — boats T.V. — cars

CONTENT	LEARNING EXPERIENCES	RESOURCES
	Who earns an income at your house? Do you earn an income? How? Is an allowance an income? How do you spend your income or allowance?" Use slides #9 and #10. "Draw a picture and show how each person in your family earns an income." Have individual discussion of pictures.	Slides #9 and #10. (Car, and boat). Chart: Things We Want: T.V., new car, candy, party dress Things We Need: house, milk, bread, vegetables, shoes, coat
Family members contribute to the income. Father Mother Children Others living in the home.	View film, Fathers Go Away to Work. Discuss kinds of jobs shown. Role-playing: "You may play the part of any member of your family at work. We will guess what kind of work that person does to earn an income. If we can't guess from your actions you may give some clues and we will try again." Say: "If Mother stays at home and keeps house, is she contributing to the family income? How?" (Discuss all ideas.) "If you do your best at school, do you think we could consider that as part of your job? I have a film that may answer the question for us." Film, Learning is My Job.	Film: Fathers Go Away to Work. Garden City: Pat Dowling International Communications Foundation. Film: Learning is My Job. New York: McGraw-Hill.

CONTENT	LEARNING EXPERIENCES	RESOURCES
	Discuss the film. Children can organize the story in sequence. Divide class into sequence groups and ask them to tell their part of the story. If film is not available, discuss kinds of jobs people can perform.	
Many occupations are carried on by family members. Community helpers Mechanic Rancher Farmer Technician Carpenter Radio or T.V. Repairman Housewife Others	Display real tools of trade if possible. Pictures will do if real tools are not available. Before selecting tools to fit each trade use kit of pictures and related facts, Workers in Our Neighborhood and briefly study and discuss each picture. Photographs of workers would be excellent.	Kit: Scott, Louise Binder. Workers in Our Neighborhood. New York: McGraw-Hill, 1967. Photographs of workers.
	Ask individual children to select a tool used by anyone he knows and demonstrate or explain how it is used. Ask them to tell who uses it (what occupation).	Tools of trade: hammer scissors saw paint brush fire hose nozzle or axe stethoscope model of teeth musical instrument
	Discuss ways, means, and where the working members in each family go to work. Help the children get an idea of location, mileage and direction concerning work areas. (Simple map might be used as a starter for a more elaborate one.)	Simple map of community or or model map.
	Read In Country and City, pp. 224-226. Ask: "Can you suggest some good reasons why in nearly all families someone must work outside the home?" Stress earning an income, not just making money.	Poole, Sedman, Thomas Barton, Clara Baker. In Country and City. New York: Bobbs Merrill, 1954, pp. 224-226.

CONTENT	LEARNING EXPERIENCES	RESOURCES
People do the kind of work they do because of: job training education other qualifications	"Do you have any idea why people do the kind of work they do?" Accept all responses then show film, People at Work. In discussing the film, stress freedom of choice, going from bottom to top, or from good to better jobs. Seek an understanding of the ideology that better qualified workers get better pay. The best educated, best prepared, best qualified get the best job. Use slides #11, #12, #13. Invite several working parents to visit the class and talk about the work they do. (Do not select all "white collar" workers, strive to get a fair sampling and try to get people that have pride in what they do.) Ask questions which will develop significance of each person's job. Check the class to find how many of them have visited places where some of the parents work. If justified, take a field trip to some of these places: bus station, cafe, drug store, cleaners, tax office, post office. Locate these on community map. Write an experience chart about the trip when you return to school. Let the children help with sentences. Discuss work observed at these places.	Film No. 68D. People at Work. Society for Visual Education Inc., Chicago, Ill. Slides #11, #12, #13. (Postman, Janitor, Surveyor) Resource people. Map of Community. (Resource Chart) Our Trip We went to _____ today. We saw _____ father. (or mother) at work. They were _____. (type of work) He (or she) gets an income for working here. The family may save part of the money.

CONTENT	LEARNING EXPERIENCES	RESOURCES
	Use grown-up clothes and a few "props" to play "Grown up" or "This is What I Want to be When I Grow Up." Role-play and class will guess the kind of work. Use discussion between two workers where feasible.	
	Children create hand puppets (faces on paper sacks). Children play-act applying for a job. Set up a situation such as: "John, let's pretend that you are grown up, you have finished college and had some experience as a physical education teacher aide. What would you tell a person about yourself that would make him give you a job?" Create more situations.	Hand puppets. Faces painted on paper sacks and worn on hand.
Some family members are producers; all family members are consumers.	Ask, "Have you ever earned any money? I want to show you how a little girl earned her dime." Show film, Risa Earns Her Dime.	Film No. 657208. Risa Earns Her Dime. New York: McGraw-Hill.
	"How can each member of the family help in family work even if they cannot work away from home? What is a producer? What is a consumer?" Discuss. Use Transparency #1 _____.	Transparency #1, (Producer--Consumer).
Family members have different roles regarding: 1. family responsibility 2. family rules and regulations	Plan a "Guess, Guess" game. Children will dramatize "How I Help at Home." Others will guess what the chore is. Children may choose classmates to assume roles of all family members and act out family situations showing how everybody shares the work at our house. Use slides #14, and #15.	Slides #14, and #15. (Girl sweeping, boy mowing yard).

CONTENT	LEARNING EXPERIENCES	RESOURCES
Each person is responsible for some certain thing as a family member.	Talk about individual responsibility. "Each person has something to do. What happens if one or two family members neglect their responsibility?" Make charts of several children's family's work responsibilities.	Experience Chart: How My Family Works Father mows the yard. Mother washes dishes. I keep my room. Sister dusts the living room. Mark rakes the yard.
When families share the responsibilities they are happier family members.	Take coat hangers and make mobiles of pictures showing each family member doing his share of work. Make a mural "I do my share." Each child contributes by helping with the mural and by "showing and telling" at an exhibit period. Label: "John's work at his trailer house." "Mary works at her apartment." Children can draw a simple sketch for each person's work. Hang this mobile.	
	Say, "I know a little poem, called "Sleepy Head," that I'd like you to say with me." After the class can say the rhyme, provide opportunity for role-playing. Say, "One morning Mother was trying to get Johnny up in time to catch the bus so he wouldn't be late for school. Trying to get him in a happy mood she was laughingly saying this little rhyme to him. Johnny said in a whiney voice,"My stomach hurts, I want to sleep some more. So what should Mother do?" (Create other situations.)	Sleepy Head Get up! Get up! You sleepy head, Don't you see it's Now daylight? Get up! Get up! You sleepy head The sun is Shining bright! by Velma Corner

CONTENT	LEARNING EXPERIENCES	RESOURCES
In a happy family each one completes his responsibility.	Pose a question, "How could things get done easier and faster at your house?" With the children make a list of chores and what family members could best do each chore. Dramatize the meaning of "responsibility." Add a page, or pages, to children's booklet. Pages may be entitled "_____ Responsibility." Draw or cut pictures of the furniture that is in the different work areas. Dress up and "Play House," dramatizing situations of sharing work and play, courteous behavior, interdependence, helping to make family rules, obeying the family regulations. Read "The Mouse Co-op" and compare the mouse family to the child's family.	Jobs to do at Home (Children's list of jobs) (Possible titles for pages.) My Responsibility Father's Responsibility Mother's Responsibility Big Brother's Responsibility Grandmother's Responsibility Sister's Responsibility The Mouse Co-op Perhaps Mr. and Mrs. Mouse Keep their little house As neat as a pin Without and within. For-- Who am I to say That there isn't a way. For Father Mouse, Mother Mouse, Sister Mouse, too To share the work When there's work to do! by Velma Corner

CONTENT	LEARNING EXPERIENCES	RESOURCES
	Continue the house-playing roles. (Set up a situation.) Mother and father roles; two or three children roles. There has been an argument among the children regarding whose turn it was to ride the pony. The argument is brought inside. Children assume roles and see how it is settled. (Discuss various enactments.) Say, "Sometimes we disagree at school. What do we do about it?" (General discussion.) "When you disagree with family members how is the disagreement settled?" (Discuss)	
Families need rules.	Learn the difference between "disagree" and "disobey." After, or during the discussion build a chart called "Rules are Necessary." As the chart is made let the children decide why families make rules and why punishment follow when rules are broken. Ask children to draw pictures for their booklets entitled "How I Got into Trouble" and show punishment. Discuss pictures to see how punishment is accepted by different children. Read and discuss Love Is a Special Way of Feeling. Children make hand puppets for all members of their family. Classmates assume roles of all family members with exception of child. Play-act situations involving failure to obey rules and punishment that followed. (Suggestions: Child went to see friend after school without permission. What happened?)	Rules are necessary: for family safety for family health for family economy Anglund, Joan. Love is a Special Way of Feeling. New York: Harcourt, Brace and World, 1960. (Make puppet much bigger) Adapt head for boy, girl, baby, mother, or father.

CONTENT	LEARNING EXPERIENCES	RESOURCES
		(Puppet continued) Paste tab A to tab B and puppet will slip onto hand with top of puppet toward wrist.
	Plan discussions of many privileges enjoyed when family members share responsibilities and obey family rules. Make a list with the children and assure an understanding of each listing.	Family Privileges Companionship Affection Leisure Choice of recreation Making things Sharing things Trips Cooperation
	Learn a song, "My Family and I."	My Family and I (Tune - My Bonnie) My family and I work together. We work and we play everyday. No matter what may be the weather. We try to be happy and gay. by Velma Corner
	Make final pages for booklet: What I do That Helps Most How I Would Like to Help Help put the booklets together.	

CONTENT	LEARNING EXPERIENCES	RESOURCES
Families must make decisions about money to spend for leisure time activities.	"Go visiting" with the completed booklets. This may take several days visiting for short periods in different rooms. Let each child show and display booklets in halls or display case for several days then let the children take them home. "We've been talking about families at work. Do you think families ever play together? Let's see a film about a family that played together." Fun is for Everyone. Follow-up: "Do you ever use your backyard like this family did? Could you? Did this fun time cost a lot of money? Does fun have to cost money? Let's list ways we can have fun for free." "Do you have a special place to have fun with your family? Where is it? Does it cost money to go there? Who chooses where your family will go for fun and what you can afford?" Use slides #16 and #17. Read Working and Playing and I Live with Others. Discuss "working first," "play after work," "considering the family budget." Divide the class into two groups. Make murals for the room or hallway. One mural will be "My Family Earns an Income," and "My Family and I Play Together."	Fun is for Everyone. New York: McGraw-Hill. Film No. 657213. Having Fun for Free Slides #16, #17. (The Zoo and The Picture Show) Hunnicutt, C. U. I Live With Others. Syracuse: Singer Company, 1950. Moore, Clyde and Dorothy Cooke. Working and Playing. Dallas: Scribner's, 1950.

CONTENT	LEARNING EXPERIENCES	RESOURCES
	Make pictures to carry home, "My Family at Work and Play." Discuss how families work together after viewing filmstrip, Our Family Works Together.	Filmstrip: Our Family Works Together. Churchill Films, 662 N. Robertson Blvd., Los Angeles, California 99067.

MAIN IDEA V. Heritage, tradition, and customs are taught through the family.

CONTENT	LEARNING EXPERIENCES	RESOURCES
	OPENER "What is the name of our country? Find it on our map and globe. We can say this is our 'nation'. We have a national flag. Describe it for me. Find it in our room."	United States map and globe. United States flag
	"What is the name of our state? Find it on our map. Can you find it on the globe? What does our flag look like? What is the nickname for our state? Can you tell why?"	Texas flag United States map and globe.
	DISCOVERY	
Families show some form of respect for our national and state flags.	Take a walk and go by flag pole where United States flag and Texas flag are flying. Comment on how they are flown and why. Ask: "What do the flags stand for?" Use slide #18.	U. S. flag and Texas flag displayed on flagpole. Slide #18. (United States flag.)
	Say, "Yesterday when we were walking we saw two flags, what were they? When you see these flags, how does it make you feel?" Accept all contributions and note reactions of each child. Learn "America," "Star Spangled Banner" and "Texas, Our Texas" during the year.	"America" "Star Spangled Banner" "Texas, Our Texas"
Family members learn certain songs.	Say, "Let's get Mother, Daddy, or grandparents, to teach us a song that their parents sang them. Tomorrow or the next day you can teach it to us. What songs did your mother sing to you when you were a baby?" Discuss. When children learn songs let them sing to the class.	

CONTENT	LEARNING EXPERIENCES	RESOURCES
Some families play games together. (checkers, dominoes, etc.)	Ask the children if they could get parents to teach them a game they used to play. They in turn will teach it at school.	
Family celebrations vary with each family group.	Ask, "What is one of the big celebrations in your home?" Give each child an opportunity to tell about his favorite celebration, where he goes, what he does, etc.	Pictures of family celebrations.
	"How are birthdays celebrated in your home?" Give opportunity for all to discuss who wish. Note those who have nothing to say. Use Slide #19.	Pictures of birthday parties or snapshots. Slide #19. Child's birthday party.
Religious holidays play an important role in the life of many families.	"Do you have big celebrations at Christmas? Why do we celebrate Christmas anyway?"	
Families teach children many things. Food to eat Clothes to wear Holiday celebrations Games to paly Stories to tell Truth, honesty Cooperation Responsibility Cleanliness Punctuality	"What other days do we celebrate? How?" "What other things have you been taught by your parents? What special things does your mother cook? What stories does your family tell about family members?" Discuss other things learned from families. "Let's make a "round table" by all sitting on the floor (or in chairs) in a circle. I'm going to begin this talk time by saying 'I'd rather live in America than any other place in the world because_____." <u>CONCLUSION</u> "Let's think of things we have learned about families in our community."	People in our community live in families. Families vary in size.

CONTENT	LEARNING EXPERIENCES	RESOURCES
		Families differ in membership and structure. Some families are extended families. Families need shelter. Homes are different. Families have responsibilities in the home. Family members share in work and play. Some members of the family cannot work but must be cared for. Families have fun together in various ways. Families must have an income to pay for basic needs and some wants. Some family members are producers; all family members are consumers. Families teach children many things about celebrations, customs, and beliefs.
	Children can make a mural representing each important idea and give oral explanations of each picture.	

EVALUATION SUGGESTIONS

Underline the sentence which best describes what we have learned about families in our community:

1. People in our community live in tribes.
2. People in our community live in families.
3. People in our community live in caves.
4. Families live in different kinds of homes.
5. Family members usually have the same family name.
6. Everyone in the family can work.
7. Families need shelter.
8. Families need big houses.
9. Homes are of many kinds of materials.
10. Families choose a house that they can afford.
11. Family incomes must buy everything that the family wants.
12. Families need certain rules.
13. Families must decide how the income must be spent.
14. Some people rent homes.
15. Some members of our family are unable to work.

On the map of our town, find the following places:

north
south
west
east

your home
our school
shopping center
park

Tell how to get to your home from:

the school
the shopping center
the park
(Mary's) house

(Other similar activities can be suggested as the teacher desires.)

Plan a program entitled "You Are On T.V." Child tells his experiences in

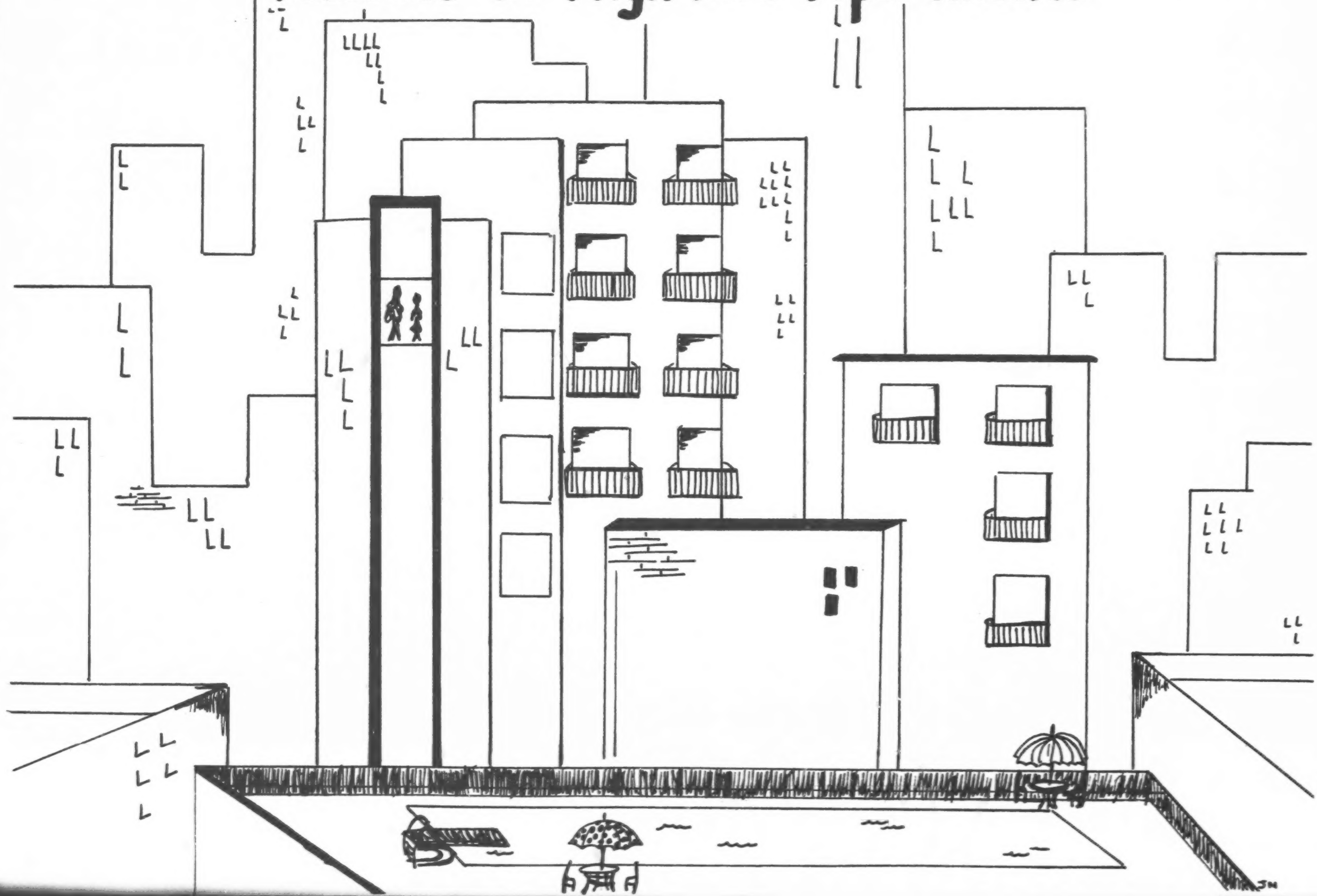
How to have fun in my backyard
My responsibility at home
My allowance and what it will buy
My father earns an income by _____.

Construct floor plans of home and put furniture where it belongs.

Make murals of different occupations. Tell if these people are producers of goods or of services.

Match the tool with the "user" list.

Families in High Rise Apartments



FAMILIES IN URBAN AREAS

MAY LIVE IN HIGH RISE APARTMENTS

Many children in the first grade have had no opportunity to visit a high rise apartment building. Through the study of this unit they can become familiar with differences which exist between family life in one of these units and the average one-family dwelling. Basic similarities will be shown as well as differences which exist because of the nature of the family home.

MAIN IDEA I. Many families live in urban areas such as Houston.

CONTENT	LEARNING EXPERIENCES	RESOURCES
Houston is a large city in Texas. Houston has many neighborhoods. Some neighborhoods are downtown. Some neighborhoods are in the suburbs.	OPENER "Let's find Houston on this map. What state is Houston in? What country? What direction is Houston from our town? How many of you have been to Houston? Are all parts of it alike? How are they different? On the map, show me the business section downtown; show me the older downtown housing areas; find the apartment units areas. Where are some new suburbs? shopping centers? Describe one of these neighborhoods for me. (downtown business, downtown old homes, new suburbs, etc.) Select one of these pictures that show this part of a city. Let's place these on the bulletin board and label them. Why do many people live in a city like Houston?"	Map of United States. Map of city. Outline areas in different colors. Identify areas with pictures that symbolize main type of enterprise in the area. (Tall buildings, old homes, new homes, shopping centers, etc.) Magazine pictures and photographs of city neighborhoods in Houston. Bulletin board depicting city neighborhoods.
	Use slides 1 and 7 to show various areas.	Slides 1 and 7.
Many families live in an urban area, such as Houston.	DISCOVERY Show film The City. Discuss different kinds of neighborhoods.	Film: The City. #2043Clr or #2044b/w, Encyclopedia Britannica Films, 425 Michigan Avenue, Chicago.

CONTENT	LEARNING EXPERIENCES	RESOURCES
The city is made up of many neighborhoods. New neighborhoods in suburbs. Older neighborhoods Apartment areas Downtown-mid-city neighborhoods Commercial neighborhoods Families must make choices about where they live.	Teacher shows pictures of many kinds of homes. "How many of you would like to live in this home? Why can't we all live in one of these big, fine new homes?" Show pictures of different neighborhoods. "Why can't we all live in one of these pretty new suburbs? Families must decide what they can afford and what they need before they select a place to live. What things must a family consider?" (Review) Use transparency #1.	Resource Chart: On Transparency #1. Reasons for Selection of Homes A family can pay so much money for rent, so much for food, and other things they need. How much rent they can pay depends on the income of the family. A big family will need more room than a small family. The location of the home to schools, buses, shopping centers, and places of work are important. Some families want to live near their relatives.
People select the neighborhoods in which they live for many reasons. Income that family has to spend on rent or payments of home.	Show pictures of different kinds of homes in a city (small homes, large homes, small apartment, trailers, etc.) Discuss what size families could live in each. "Which would cost more rent?" etc.	Pictures of homes in a city. These may be obtained from magazines, newspapers, postcards, advertising brochures, etc.

CONTENT	LEARNING EXPERIENCES	RESOURCES
Size of shelter needed by the family. Convenient location of home to school, to relatives, play area, businesses, work, shopping, transportation--which ever is more important for the family.	Study pictures of neighborhoods. Note location in relation to businesses, schools, buses, shopping centers. Refer to map of city to note relative location of these factors. CONCLUSION Describe some of the neighborhoods in Houston. Explain why many people have moved to Houston.	Pictures of different kinds of neighborhoods. Map of City.

MAIN IDEA II. Families in high rise apartments are different in size, structure and membership.

CONTENT	LEARNING EXPERIENCES	RESOURCES
Some families choose to live in high rise apartments because of the size and membership of the family.	<u>OPENER</u> Show pictures of high rise apartment units. "This is one kind of home where some people choose to live in a city. Where would you find these? Do we have any similar ones in our town? Why not? What are they called? Have you ever visited in a high rise apartment building? What size families could live there?"	Pictures of high rise apartment buildings. Scenes from city neighborhood showing such units.
Young, newly married families may choose to live in high rise apartments.	<u>DISCOVERY</u> Show pictures of different size families. Show pictures of families of different composition. Use actual pictures and slides of families that live in high rise apartments if possible. Magazine pictures can be substituted. Use slides 8 and 9 to stimulate discussion.	Pictures of family groups. Slides 8 and 9.
Grandparents and retired families may live in high rise apartments. People who live alone may select a high rise apartment. Many apartments have restrictions against families with children.	Discuss reasons older families live in apartments: Not as many responsibilities. Less expense involved for yard care, taxes, insurance, etc. Need less room with family grown.	Pictures of older couple.

CONTENT	LEARNING EXPERIENCES	RESOURCES
Families with many members usually do not live in high rise apartments due to limited space. Families with more adults or older children are usually found in high rise apartments.	Plan a bulletin board showing family groups outside a high rise apartment. Pictures can be drawn to illustrate each family group described above.	Pictures from magazines or drawn by children for bulletin board.
Some families can afford to pay rent in high rise apartments. Usually families in high rise apartments lease their apartment for a year. Vocabulary: lease expensive	"Do people who have apartments here own this building and land? Who owns this? Will this be an expensive or cheap place to live?" Discuss. "Families that live in high rise apartments usually have to lease their apartments for a year. What does this mean? 'To lease' means that they must sign a contract or promise to stay there a year and will pay a month's rent or certain amount of money as a guarantee of the lease. Can you tell me the difference between leasing an apartment and renting an apartment? What other things do people lease sometimes?" (land, cars, offices, etc.) Formulate chart of comparison between renting and leasing. CONCLUSION "Pretend that you are moving to Houston and want to live in a high rise apartment. What questions would you ask the manager of the apartments?" Children draw pictures of families that might live in a high rise apartment. Ask each child to describe the family group.	Rent / Lease By the week or month / For a year or longer No written contract / Sign a contract Can move on short notice / Cannot move until lease is over

MAIN IDEA III. High rise apartments in Houston differ in many ways from the older homes in the city and homes in our town.

CONTENT	LEARNING EXPERIENCES	RESOURCES
High rise apartments are in tall, modern buildings. Vocabulary: compact tenants disposals tips lease (review) elevator escalator restaurants freight profit	OPENER Examine pictures of different types of high rise apartments. Discuss when they were built, the type of architecture and how many floors in each unit. Compare how apartments have changed and the causes for the change. Show older type duplexes, quadruplexes for this contrast. DISCOVERY Show film, Cities and History Changing the City. Discuss changes that are taking place in housing in city. Show filmstrip Carol's Apartment House and discuss points related to apartment living.	Apartment Houses Have Changed Because: Growth in population Limited land space Added conveniences Convenient to downtown area Film: Cities and History Changing the City. #567266. McGraw-Hill Films, 330 West 42nd St., Chicago, Illinois. Filmstrip: Carol's Apartment House. #10. City Community Workers Series, Set 13, Curriculum Filmstrip Corp., Jackson, Mississippi.
Most high rise apartments have many conveniences. Kitchens in apartment houses are very compact.	Show picture of compact kitchen. Discuss how different machines help us to do work more efficiently at home. Use Slide 10.	Pictures of compact kitchens, appliances, etc. Slide 10.

CONTENT	LEARNING EXPERIENCES	RESOURCES
	Discuss the purpose for having Refrigerators Electric stoves Dishwashers Disposal Washer Dryer In comparison with: "Here We Go Round the Mulberry Bush" let children go through motions of long ago and today. Originate words for "wash our clothes," "dry our clothes," "wash the dishes," etc.	
Apartment houses furnish parking for their tenants.	Show pictures of different kinds of parking Lower levels High level parking Front of building	Pictures of parking facilities.
	Use Slide 11.	Slide 11.
	Discuss how garage attendants are often employed and the reason for their employment. Show pictures of attendant parking car or ask child to describe how this was done in an above ground parking garage where they parked their car in Houston.	Picture of garage attendant.
Many high rise apartments furnish restaurants for the convenience of their tenants.	Show pictures of restaurants and discuss eating in a restaurant. "Why would people in high rise apartments want to have restaurants nearby more than people who live in suburbs?" Use Slide 12.	Pictures of restaurants. Slide 12.

CONTENT	LEARNING EXPERIENCES	RESOURCES
	Role-play eating situations at restaurants. Assign children different roles to play in operating a restaurant. cashier hostess waiters cook diners	
There are people who offer services to the families that live in high rise apartments.	Show a picture of a porter and a maid. "What could they do to help families in the unit?" Compare duties of these people with maids at school, etc. Use Slides 13, 14, 15. "Who does these jobs at your home? Why do people in these apartments want this help?" Discuss how these people are paid. (A salary from the apartment unit. By tips from the tenants.) Show filmstrip, Who Helps Us Live in Our House for discussion.	Picture of maid, porter, parking attendant, etc., at apartment. Slides 13, 14, 15. Filmstrip: Who Helps Us Live In Our House. Curriculum Filmstrip Corporation, Jackson, Mississippi.
High rise apartments must be compact due to limited space. Efficiency apartments One-room apartments Two-room apartments Three-room apartments	Show a picture, blueprint or sketch of efficiency apartment. Show children pictures of fold-out bed, closet-type kitchens, and other features. Conclude why these features are necessary in the small apartment. Children design a small apartment inside a shoebox. Place in furniture, etc.	Picture of efficiency apartment. Materials for making models of apartments. shoeboxes small doll furniture tall boxes for apartment building models

CONTENT	LEARNING EXPERIENCES	RESOURCES
Size of apartments determines cost of rent of apartment.	Plan similar activities to show two-room, three-room apartments, or larger. Children can plan family groups appropriate for each size apartment. Role-play activities to be done in each room. Discuss the apartment and list ways to be compact. Bed folds into wall Bar for table Kitchen appliances (Others as suggested by children) Use Slides 16, 17.	Slides 16, 17.
Elevators are essential to tenants for saving time and work.	Ask: "How can people get up to their apartments? Would an escalator or elevator be best? Would these people need more than one elevator? Why? How would such things as furniture, groceries, packages delivered, garbage, etc., be taken up or down? What is freight? What is a freight elevator then? Where might they be on our model of an apartment building?" Slide 18. (elevator)	Slide 18.
One can view the city from a high rise apartment.	Discuss how objects will vary in size when seen from a high rise apartment. Show aerial view photographs from tall buildings. Take class to high floors of building in town and contrast view when seen from ground level.	Aerial photographs. Photographs from tall buildings.
Other advantages of living in high rise apartments. Swimming pool No upkeep of premises Utility rooms	Discuss advantages of families living in apartments. List on chart or board.	Advantages of High Rise Apartments Swimming pool No yard to keep No repair work

CONTENT	LEARNING EXPERIENCES	RESOURCES
Families in high rise apartments have some special problems. Little area for play Little association with other families Little privacy Rules to follow Must pay high rent	Discuss special problems of families living in apartments. "Where can children play if they live in a high rise apartment?"	
Rent for high rise apartments includes payments for many services. Garage for car. Care of yard. Upkeep of building Insurance on building Taxes Maid and janitor service Garbage pick-up	"How does the apartment building owner know what to charge people for their rent? What are some things that he pays for that the home owner usually pays for?" Use Transparency #2. "Why does a three-room apartment cost more than a two-room apartment? How does the owner make his living? What is profit? Name other people who must make a profit for their living."	Transparency on cost and profit of apartment units. #2.
High Rise Apartments are usually built in areas where land cost is high. Builders have to pay much for land. Convenience to shopping areas or businesses makes land costs high.	Look on maps at location of high rise apartments in relation to businesses, freeways, exclusive residential areas. "Why is land cost high in these areas? What makes any land or any other commodity cost high? Let's pretend that you are going to sell a piece of land. Three people want this land. Who will get to buy it? Suppose we have only one piece of candy and three of you want it. How will you decide which one to sell it to?" Use Transparency #3.	Transparency on supply-demand-cost. #3. Map of City.

MAIN IDEA IV. People who live in high rise apartments work and play in different ways.

CONTENT	LEARNING EXPERIENCES	RESOURCES
Most people who live in a neighborhood where there are high rise apartments have very little private outdoor space.	OPENER Discuss difference between: balcony patio Use Slides 19 and 20.	Pictures from magazines of homes with patios, balconies, etc. Slides 19 and 20.
Vocabulary: balcony patio	DISCOVERY Discuss how some apartments have playground areas or a park near them. Let children draw a picture of contrast: A good place to play A place not to play Let each child tell why he chose the area.	
There are many ways to have fun in limited space.	Ask: "What games can you play that do not take up much space?" List these. Coordinate with physical education. For physical education use an activity that can be played in limited space: Hop scotch Jacks Jump rope Spin the top Marbles	Games We Can Play (List as children make suggestions.) Checkers Dominoes Old Maid

CONTENT	LEARNING EXPERIENCES	RESOURCES
	"Where could children play these games at the high rise apartment? Watching people can be fun and educational, too. What can you watch people do and enjoy?"	
Apartment units offer some activities for children.	Children tell about swimming in pool, playing tennis or shuffle board. If possible, interview someone who lives at or has visited a high rise apartment and compare activities available at high rise unit and those in our own neighborhood. Use slides 20 and 21.	Pictures of people playing games, swimming, etc. Slides 20 and 21.
	Make crayon etchings of favorite sport.	Hankelman, William. Handbook of Arts and Crafts. Dubuque, Iowa: William C. Brown Co., 1961. Wax crayons Scissors Drawing paper Hair pin Scraping tool
Families may have to go to one of many places to play in a city.	Children compose experience charts concerning different places to play in the city. Bring appropriate pictures from home. Zoo Movies Museum Ballet Ball games Y.M.C.A. (offers activities for whole family.)	Pope, Billy N. Your World. Let's Go to the Zoo. Dallas: Taylor Publishing Co., 1966. Experience Charts (Suggested titles) Going to the Zoo What Is at the Museum?

CONTENT	LEARNING EXPERIENCES	RESOURCES
	If possible take a field trip to any of the places mentioned. Decide why this is a good place to play or go for entertainment. Use filmstrip <u>We Visit the Big Zoo</u>. Discuss fun at the zoo.	Filmstrip: <u>We Visit The Big Zoo</u>. Curriculum Materials Corp., Jackson, Miss.
Families who live in an apartment may have less work to do in their apartments than those who own their own homes.	Review how apartment unit hires people to take care of the apartment, to make repairs, pay the bills, and keep the yards. "How does this affect the family members who live in high rise apartments?" Discuss.	Pictures of workers who perform jobs at high rise apartments.
Family members share work in the apartments.	Discuss how dividing the work up gets the work done faster, easier, and better. Each member helps the other. Transparency #5. Use stick puppets discussing jobs that various family members will be responsible for. List jobs that could be done by family members. Decide who does each job.	Transparency #5. Jobs to Do wash dishes — water plants vacuum — pick up clothes make beds set table
Family members are dependent upon each other and work is done faster when everyone helps.	Let children dramatize how confusing it would be for everyone to dust the board and how effective the method of having a definite job for everyone. "Does every member of the family work? Who might not be able to? (Baby, grandparents). How do they help the family?"	
Cooperation is important to family living.	Children dramatize home activities and show how all helping together makes work easier and more pleasant. Repeat for play activities.	Pictures of family members working and playing together.

CONTENT	LEARNING EXPERIENCES	RESOURCES
Some family members must earn an income to supply basic needs of family. Family must decide how income will be spent: for needs, for wants, to save.	Review idea that some member(s) of family must earn money to cover family expenses. "What jobs might people who live in high rise apartments do?" List and discuss. Show filmstrip Some Fathers Are Builders and discuss whether or not the high rise apartments would be an appropriate place for these fathers to live. CONCLUSION Make a shadow box using a cardboard box. Let each child construct a different type of apartment complete with landscaping, elevators, and individual apartments.	Jobs that People in High Rise Apartments Might Do office worker — lawyer banker — doctor teacher — merchant Filmstrip: Some Father Are Builders. Curriculum Materials Corp., Jackson, Miss. Hankelman, Williard. Handbook of Arts and Crafts. Dubuque, Iowa: William C. Brown, 1961.

MAIN IDEA V. Families in high rise apartments teach children many things.

CONTENT	LEARNING EXPERIENCES	RESOURCES
Families teach children that safety rules in high rise apartments are different.	OPENER Children discuss necessity for safety rules in a high rise apartment building. Take children for ride on an elevator, if possible, or read of experience. What safety rules should be observed? Other points that could be covered are: safety at swimming pool, safety on balcony, avoid leaning out windows. List safety rules and ask children to illustrate these. Use Transparency #4.	Transparency #4. Safety Rules in High Rise Apartments Be sure elevator door closes before pressing button. Keep hands out of closing elevator doors. Use elevators only when necessary. Observe rules at swimming pool. Do not lean over balcony rail or out of windows.
Families teach children to be considerate of others living in a high rise apartment building.	DISCOVERY Discuss how many people are living in one building. "What would happen if children were allowed to run and play in halls or in their own apartments?" If possible, read contents of contract signed by tenants in a high rise apartment. Note conditions of courtesy for others that are required. Class suggests means of being courteous of the other families in the apartment building.	Being Courteous Keep voices quiet Avoid running in the building Use elevator only when necessary Respect property of others

CONTENT	LEARNING EXPERIENCES	RESOURCES
Families observe special occasions in high rise apartments.	"Do children who live in high rise apartments have birthday parties? Where? (At the pool, in the apartment, in the restaurant.) What kinds of games could be played at a party in an apartment? Let's name some. Perhaps we can play some of those here in our school room."	Examples of quiet games can be displayed. dominoes Jack-straws checkers Chinese checkers
Smaller space may mean different kinds of celebrations.	"What special days do we observe through the year? Could families living in high rise apartments observe Christmas like we do? Can they have a Christmas tree? What about the size of the tree? Can they have a big family gathering? Why not? Where could they go for Christmas? For Thanksgiving? Perhaps they visit in larger homes of other members of the family. Who plans and decides how special occasions are observed? The families teach children their own particular way to celebrate these occasions. Each family may do this a different way. Let's think of other special days and how people in high rise apartments could celebrate them." (Flag Day, Halloween, Valentine's Day, Mother's Day, etc.) "Each family has certain customs that they observe for special occasions."	Pictures of families observing special occasions.
Families teach children how to be good citizens.	"Can you suggest other things that families in high rise apartments teach their children? What about kindness, honesty, dependability, courtesy, obedience, respect for other's rights and property? Families need to teach children certain things about getting along with others regardless of where they live. Let's list these on our chart. We learn these at home and practice them at school or anywhere else we may be."	Things We All Need to Learn courtesy honesty kindness neatness dependability being on time respect for others

CONTENT	LEARNING EXPERIENCES	RESOURCES
Families teach children how to get to certain places in the city.	"How can children in high rise apartments go to school?" (School bus, city bus, parents drive them, car pool, walk) "Who teaches them how to get to school and back?" (Families) Show map of downtown city area where apartment units, schools, shopping centers, churches are. Children show directions to travel to these localities. Mark certain areas as danger spots, etc. Use filmstrip recommended. "We have found that there are many things children learn from their families. We have been taught so much before we ever start to school. At school these things help us do a good job." <u>CONCLUSION</u> Use shoe box or other rectangular box to make apartment dwelling. Ask children to explain some aspect of the apartment family living: safety, getting up and down, conveniences, inconveniences, etc. A mural may also be drawn. Invite other groups to view display and listen to children's comments. Use slides as summary. Children comment or discuss points in relation to each.	3D map of downtown city area. Filmstrip: <u>Going To School Safely.</u> Curriculum Materials, Jackson, Miss. Slides 1-20.

EVALUATION

Locate Houston on the map. (Texas)

Locate it on this map. (United States)

What is this map? (Texas)

(Read each question and discuss answers children underline.)

Underline reasons why Houston has become a large city.

It has many industries.

It has many people.

It has no rain.

It has no sunshine.

Ships can bring goods up the channel.

Underline reasons why a family may choose a home.

The house is small.

The family income allows so much money for rent.

The home is near Father's work.

The home is near the school.

The house has two stories.

People like high rise apartments because:

They are so tall.

They cost so much money.

They are compact.

They have many conveniences.

High rise apartments:

have cheap rent.

are owned by all the families.

are leased.

have higher rent.

High rise apartments must charge more rent:

to pay for high cost of land.

to pay for conveniences.

to pay for new cars.

In high rise apartments:

there are no safety rules.

safety rules are important.

children must be careful at elevators.

families teach children safety rules.

Families who live in high rise apartments:

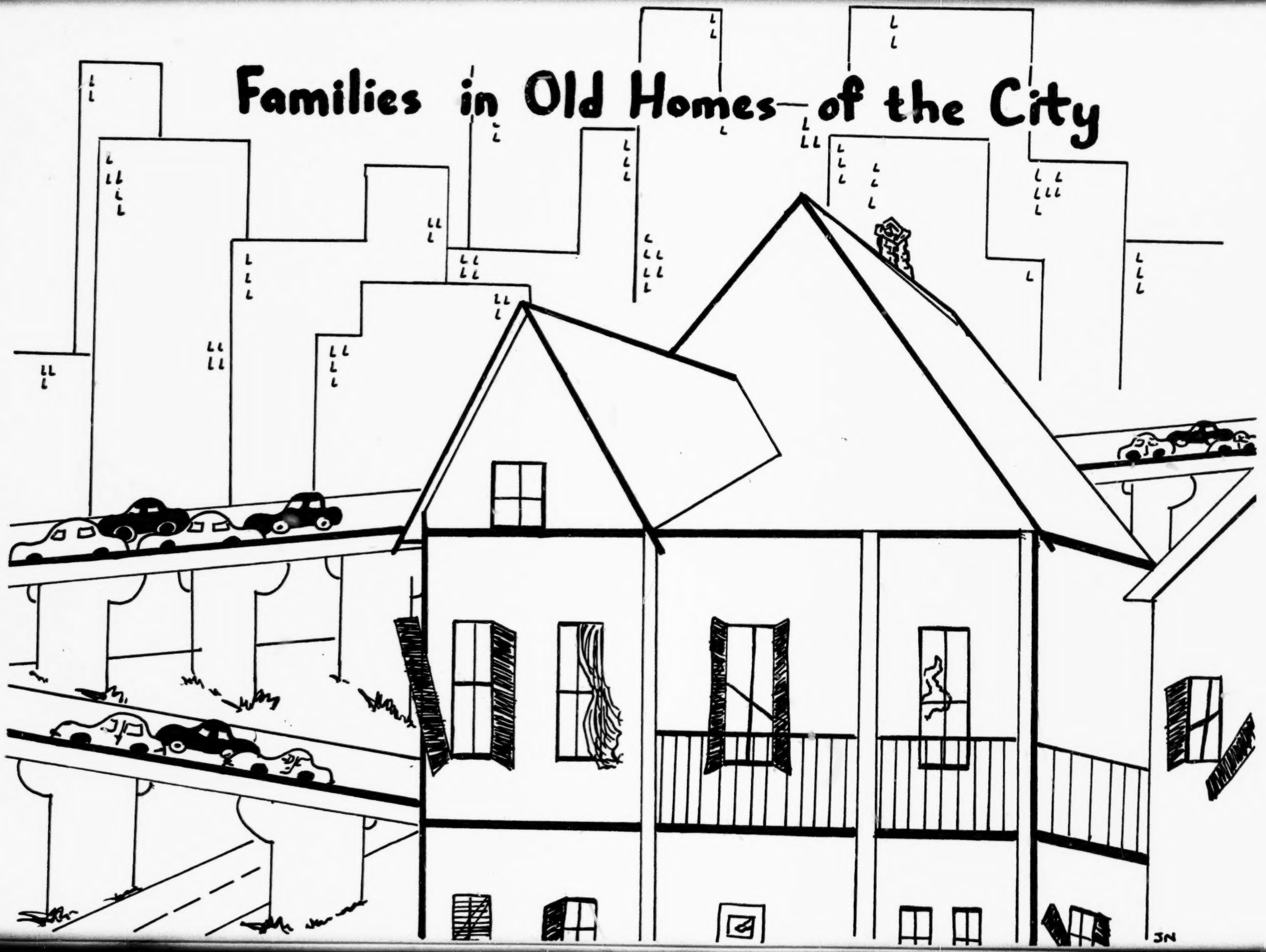
have different basic needs from our family.

have no basic needs.

have the same basic needs as our family.

have no home.

Families in Old Homes of the City



OLDER HOMES IN DOWNTOWN CITY AREA

Many times children of lower socio-economic levels have difficulty identifying with the middle-class homes, families, activities or pictures of children that are used predominantly in public schools for illustrative and instructional purposes. In the unit, "Older Homes in Downtown Houston," children identify basic needs of these families and note similarities to those families studied previously. Family groups and activities depicted in this unit may provide a basis for identification with experiences of those children who have had difficulty relating to the social studies curriculum program. In addition, children from small towns extend their concepts of living accommodations in the city through a sharp contrast with the high rise apartments studied in the preceding unit.

MAIN IDEA I. Some families in cities live in older neighborhoods in the downtown area.

CONTENT	LEARNING EXPERIENCES	RESOURCES
Some families live in older neighborhoods in the downtown area. Vocabulary: skyscrapers suburbs Many of these houses were built years ago. Some big houses were built for one family but now several families live there. Sometimes older homes are sold to businesses and people must move.	**OPENER** Show pictures of a city, preferably Houston. Look again at scenes of suburbs, shopping centers, business section, older neighborhoods. Discuss parts of the city shown: skyscrapers, freeways, etc. Ask: "Where do people live in a city? Let's list all the different parts you can name." **DISCOVERY** Put pictures on bulletin board or display area so that children can view them continuously. Ask them to bring in other photographs from newspapers, magazines, postcards, etc. Use slides #1-9. Show photographs or enlarged pictures, slides, or other available views of the old, run-down homes in downtown area of Houston or other city. View filmstrip, Houston, A City Expanding. Discuss.	Places People Live in a City #1 Suburbs #2 Apartments #3 High Rise Apartments #4 Downtown older neighborhoods #5 Trailer parks #6 Above Stores #7 Housing developments #8 Hotels #9 Motels Additional slides: "Houston Views." Houston Astrocard Company, Houston, Texas. Filmstrip: Houston, A City Expanding. Cities of Our Country Series. Eye Gate Co., New York, New York.

CONTENT	LEARNING EXPERIENCES	RESOURCES
Families choose to live in downtown section for many reasons: Lower rent for same number of rooms, or space. May be near work for family May be near families who are from same cultural background.	Use slide #10 showing old residential area. "How many rooms are in some of the old homes that we see? Several families live in this house now. How many rooms would each family use? Does a house like this cost as much as the high rise apartment? As a new home in the suburb?" Discuss reasons why people choose to live here.	Slide #10. (Old residential area.)

MAIN IDEA II. Families in older neighborhoods in downtown areas in Houston differ in size, structure, composition.

CONTENT	LEARNING EXPERIENCES	RESOURCES
	OPENER Talk about the different members in families. Help the children to see that all families do not include the same members. Discuss how families differ in size. Review various combinations that can make up a family. Present poem, "Oh, Joyous House," on large teaching chart. Discuss and tell why boy was glad to see his home. "What makes his home special to him?"	Oh, Joyous House When I walk home from school, I see many houses Many houses down many streets, They are warm, comfortable houses But other people's houses I pass without much notice. Then as I walk farther, farther I see a house, the house. It springs up with a jerk That speeds my pace, I lurch forward. Longing makes me happy, I bubble inside. It's my house. Richard Janzen Age 12, Canada (From Lewis, Richard. (collector) Miracles-Poems by Children of the English Speaking World. New York: Simon and Schuster, 1966).

CONTENT	LEARNING EXPERIENCES	RESOURCES
Different-sized families live in the older neighborhood in downtown Houston just as in our town. large families small families single people	DISCOVERY Use slide #11 showing home in old neighborhood. Present large photograph of old home in downtown area. "Who do you think lives here?" Give children opportunity to express their ideas. Show pictures of a family who might live in this home. Compare the difference in size of those families to difference in size of our own families	Slide #11. Pictures of large homes in downtown Houston from newspapers or other sources. Pictures of various size families.
Families are composed of different family members--just as in our town. several adults many children few children no children		
The families differ in structure. both parents one parent grandparents other relatives foster parents older children younger children babies	Discuss structure of families. Ask how a family changes. Point out that it changes from time to time. Grandparents or other relatives may come to live with the family. Older brothers or sisters may move away. A baby may be born, a child adopted, etc. Use stick puppets to illustrate families. Use flannel board figures to illustrate difference in structure of families in downtown Houston. "Who works in this family? Who stays home?" Discuss each family group. Compare structure of downtown Houston families to that of our families.	Stick puppets of various family members. Flannel board and figures for members of family. Paper dolls or figures drawn by children may be used.

CONTENT	LEARNING EXPERIENCES	RESOURCES
	Introduce song, "I Love My Family" on chart. CONCLUSION Children use stick puppets to show membership of various size families. With stick puppets set up "Let's Imagine" sessions in which teacher sets up situations involving family members which reflect roles of family members. (Father goes to work. What does Mother do? Father and Mother both go to work. Who keeps the children?)	I Love My Family I love my mother, I do, I do, I love my daddy too, I do, I love my sister and big brother too, I love our new baby, I do, I do. I love my grandma, I do, I do, I love my grandfather too, I do, I love all my cousins and uncles and aunts, I love all the family, yes, I do. Sur, William R., and others. This is Music. Dallas: Allyn and Bacon, Inc., 1962, p. 24.

MAIN IDEA III. Families in the downtown area in Houston work and play in different ways.

CONTENT	LEARNING EXPERIENCES	RESOURCES
	OPENER	
Families in the downtown Houston area need a source of income.	Discuss Transparency #1 showing needs of family. Discuss money needed to supply these.	Transparency #1 and flipi-trans.
They earn money they need in different ways.	Present picture chart which illustrates types of jobs. Let the children discuss the different types of jobs. (Later record this on an experience chart.) Use Slides #12, #13, #14, #15.	Picture chart showing people at work in different kinds of jobs. (Teacher can make these from magazine pictures or photographs.) Slides #12-15. (Occupations).
They work to buy a home or to pay rent, to buy clothes and to supply other basic needs.	Review: "Why do you think these people work?" Give the children opportunity to express their reasons. List these reasons on the chalkboard. Compare these reasons to reasons why our families work. Children pantomime types of work done by members of their own families and those in the downtown area in Houston.	Why people work: (List reasons given by children.)
Families like to have some money left to spend for things they want and for recreation.	Discuss Transparency #2 comparing needs of different size families. Use Slide #16 to show recreation activity, enjoyment, involvement of family, etc.	Transparency #2 comparing family needs. Slide #16. (Recreation).

CONTENT	LEARNING EXPERIENCES	RESOURCES
Big families must spend more money on basic needs.	"We said that some families may be large and have trouble finding homes that they could afford. Therefore, they might have to stay in older rental areas. How would their other living expenses compare to those of a small family? What did we say the basic needs of a family were?" Discuss needs and expenditures. Use Transparency #2.	Transparency #2. Large Family Needs Large families need more room. They need more food. They must buy clothes for more people. They might have more sickness.
All members of family can help in some way. Some family members produce services and some produce goods.	"How could other members of the family earn income or help with the family?" (Children list jobs various members of the family could perform. Some of these would include production of goods; other production of services.) Use Transparency #3.	Transparency #3. Family Members Can Help Earn an Income Fathers earn an income. Sometimes mothers work. Older children may work after school. The family can all work at home. They can produce services.
Families in downtown areas play in different ways. Children play together-- on sidewalks in streets parks church playgrounds	Show pictures of homes in the downtown area. Ask "Where do you think the children play?" Discuss possibilities such as in streets, on sidewalks, in parks. Use Slide #17. Show filmstrips Playing in City Streets and The City Park. Discuss kinds of play activities, etc., in these areas.	Pictures of homes in downtown area. Slide 17. (Scene of children playing in downtown area) Filmstrips: Playing in City Streets. #154--Set 18, Health & Safety.

CONTENT	LEARNING EXPERIENCES	RESOURCES
Families can play together. quiet games go to parks to on picnics go to church and school functions	CONCLUSION Review resource charts and slides and discuss. Children dramatize work and play activities in the downtown area.	The City Park. #109--Set 13, City Community Workers. Curriculum Filmstrips, Curriculum Materials Corp. Jackson, Mississippi.

MAIN IDEA IV. Families in downtown areas teach their children many things.

CONTENT	LEARNING EXPERIENCES	RESOURCES
Families in downtown areas may teach their children how to help at home, to take care of babies, answer telephone, other responsibilities. Some families in this area teach children how to do certain jobs out of the home. Cut grass Deliver papers and circulars Deliver messages, go on errands, market Families teach children how to be safe: At play Going to and from school At home (fire, poisons) Going on errands Riding the bus, etc.	<u>OPENER</u> Remind class of responsibilities discussed for children in families in our town. Ask: "Will children in the older section downtown have responsibilities? What do you think their families will teach them to do? Are some of these the same responsibilities we have at home? Why?" Teacher and class read resource chart. (See Transparency #4.) Discuss each chart and dramatize the action read about on the chart. Discuss courtesy involved in doing work for others. Teacher encourages class to think of particular safety rules that the children in this area might need to observe. Compose a chart of these. Discuss importance.	Resource Chart (Also on Transparency #4) Children Can Do Some Jobs In Downtown Area Some children in downtown area have jobs away from home. They may cut the grass. They may deliver the paper everyday. Some children may baby-sit for a neighbor. A boy may deliver for a neighborhood store. Their families help them learn how to do a good job. Safety Rules for the Downtown Area Stay out of streets. Play in the yard or park. Stay away from trash piles. Look both ways when you cross the street. Never ride with strangers.

CONTENT	LEARNING EXPERIENCES	RESOURCES
	Safety rules can be discussed regarding each of these topics. Use Transparency #5 to illustrate safe and dangerous activities.	Transparency #5. (Shows children doing safe things and dangerous things.)
Families teach children habits of cleanliness.	Ask: "Why do we take baths, wash hands, etc.? Why should people stay clean? How can we help keep ourselves clean? What if our house has no hot water? What if there is only one bathroom in the house for several families? What arrangements can be made?" Role-play a mother showing her little child how to use washcloth, soap and warm water, to wash ears, face, neck, shampoo hair, clean nails, brush teeth.	Pictures of children bathing, washing hands, etc.
Families teach children things about themselves: Family relatives Family background To care about each other Attitudes toward-- church and school, toward country, and toward other people.	Briefly review how children learned about their own relatives, kinships, etc. Ask: "Have children in downtown areas lived there all their lives? Where might they have lived before?" (Pull down U. S. map or any map which might represent areas where these children could have lived before they moved to the Houston area.) "Who can find Los Angeles? El Paso? Washington, D. C. Mexico City?" "Some of these children moved here when they were babies. How do they know where they used to live? Where their grandparents used to live? Our families teach us the background of our relatives. Let's make a map and show where people from the downtown area might have lived. Some of them may have come from other countries." (Place simple markers on a map to show where children's families may have moved from.) "This is where some of our families may have come from to Houston."	Map of United States and North America. Fold out map of United States.

CONTENT	LEARNING EXPERIENCES	RESOURCES
Family customs (eating, special events, etc.) are learned by children from older members of the family.	"What special occasions does your family celebrate?" (birthdays, Christmas, Halloween, Thanksgiving, etc.) "Do all families celebrate birthdays the same? Why not? Would families in the downtown area celebrate the same way? Why do you celebrate birthdays a certain way? Your family planned it this way and that is the way you do it now. Families teach children certain ways to celebrate special occasions. What are some different ways people could observe birthday parties?" (List these.) "Some of these may be strange to us because it is different from ours, but these celebrations could be just as much fun as ours." Suggest simple form of celebrations.	Pictures of birthday parties, Christmas, Thanksgiving, etc., celebrations.
Family stories, songs, dances are repeated over and over until children learn them.	"Did your grandparents ever tell you stories about when they were children? When your parents were children? Who tells you stories about when you were a baby? Are all these stories the same? How do children learn about their family's history? The family has to tell them about it. Who tells the children in the downtown area about their family history? Is their history interesting to them? Every family has a history. And it is different from every other family's history."	
Families in the downtown area need certain rules and teach these to the children.	Read resource chart and discuss importance of family teaching things to children. "We have talked about certain kinds of rules that families in downtown areas make. What were they? Yes, safety and health rules. Do these families need to plan together and to make other rules? Can you think of some of these rules? Let's put them on the board. Why are these important to people in the	Resource Chart Transparency #6 Families Need Rules Families need safety rules. Families need health rules. Families need other rules, too.

CONTENT	LEARNING EXPERIENCES	RESOURCES
	downtown area? Are they good rules for us, too?" Use Transparency #6. CONCLUSION Pretend you are living in the downtown area of Houston. Describe some play activities that you and your family or friends can engage in. Role-play several safety situations: Child crossing busy street Children playing baseball on vacant lot Children going to grocery store in neighborhood Children boarding city or school bus Children burning trash	Take turns. Look after little children. Help others in family. Be honest. Stay off other people's property.
Families in downtown areas are like other families in many ways.	Summarize ways families in downtown area are like other families. There are adults and children. Families work and play together. Families share. Families live in a shelter. Families look after each other. Families teach children many things. Use Slides #18-20 to illustrate similarity of family activities.	Slides #18-20. (Family playing together.)

SUGGESTIONS FOR EVALUATION

Underline anything below which you would expect to see in the older neighborhoods in the downtown area.

freeways
zoo
stones
factory
large, old houses
high rise apartments
modern brick home
supermarket
garage
school
museum
fountain

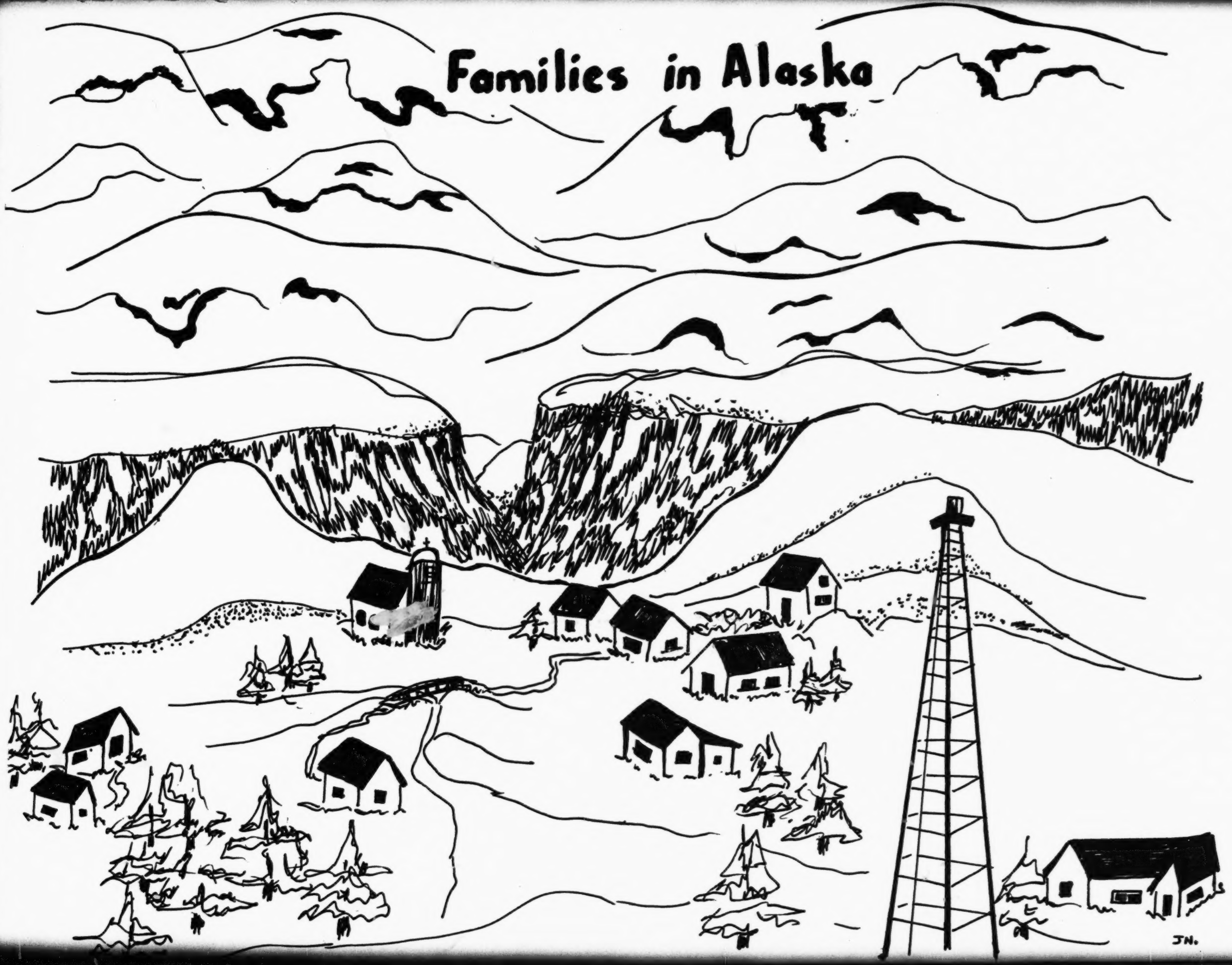
People might live in the big old homes in downtown Houston because:

The rent is cheaper.
They will rent to large families.
It has beautiful green yards.
It is near work for family.

Families in old neighborhoods downtown:

Have same basic needs of our families.
Have no basic needs.
Have fewer basic needs.
Need only clothes and shelter.
Have nothing to teach children.
Teach children safety rules.
Teach children health rules.
Teach children how to do jobs.
Teach children about their family background.

Families in Alaska



THE ESKIMOS OF ALASKA

The study of Eskimos living in Alaska presents an opportunity for children to contrast the primitive existence of earlier Eskimos with the Westernization of the Eskimos of today. Through the study of Eskimo families who still live in remote areas the children develop an awareness and appreciation of the resourcefulness of man as he combats the forces of nature. They discover how many inventions the Eskimos made which we have copied in some way or other. The Eskimo families living in cities provide a means of studying the results of change that can be brought about through exchange of ideas, commodities, and customs when people of divergent backgrounds and industrialization come in close contact with one another.

MAIN IDEA I: Eskimo families live in the far North.

CONTENT	LEARNING EXPERIENCES	RESOURCES
	OPENER Show pictures of Eskimo families. "We have been talking about families that live in our town and in a city. Here are some pictures of families that live in another part of the world. Look at these pictures and tell me what you can about where these people live. How can you tell that they live in a cold climate? Can you identify the members of the family? Are they from our part of the United States? How can you tell?"	Pictures of Eskimo families in Alaska. Stefansson, Evelyn. Where is Alaska? New York: Charles Scribner's Sons, 1959. Harrington, Lynn and Richard Harrington. Ootook Young Eskimo Girl. New York: Abeland-Schuman Limited, 1956.
Eskimos live in the Far North in the Arctic Region. Vocabulary: Arctic Eskimo husky parka igloo	**DISCOVERY** Locate the land of the Eskimos on map and globe. Say, "Find the North Pole. Find where we live. Find Alaska. It is one of our newest states. Can you locate the North Pole? What direction is Alaska from where we live? Find the Atlantic Ocean. Find the Pacific Ocean. Find the Arctic Ocean. Which is nearer the North Pole?" Explain that this region is where the early Eskimos settled many years ago in Alaska. Read Resource chart or use Transparency #2.	Globe and flat map of North America. See map on transparency #1. Resource chart. (Also on Transparency #2.) Where Eskimo People Live Eskimo people live in the cold North. Some of them live in Alaska and others live in Canada. They live near the North Pole. Most of the year it is cold in the land of the Eskimo. Winters are long and very cold. Summers are short in the Far North.

CONTENT	LEARNING EXPERIENCES	RESOURCES
Eskimo people have different physical appearances from our own.	Class reads resource chart on Eskimo people. (Transparency 3.) Discuss physical qualities of the Eskimo as shown on chart. They are not Indians but may be thought of as being cousins of Indian people.	Transparency 3. Eskimo People Most Eskimos have straight black hair, brown eyes, and light brown skin. Their faces are wide. They have short arms and legs and small hands and feet. Their short, heavy body stays warm better than the body of a tall thin person. They are a happy people.

MAIN IDEA II: Eskimo families vary in size, structure, and membership.

CONTENT	LEARNING EXPERIENCES	RESOURCES
Eskimo families may be large or small just like our families are: Parents Few children Many children Babies Several adults Grandparents, aunts, uncles, children, parents all may live together as a family unit.	OPENER Show pictures of Eskimo families and note similarity in family size. Identify various members of family. "Which is the father? mother? grandparents?"	Picture of Eskimo families (See bibliography, or use filmstrip.) Filmstrip: Eskimo Family Eskimo Children Encyclopedia Britannica Films 425 North Michigan Avenue Chicago, Illinois 60611
Eskimo families differ in structure.	DISCOVERY Use filmstrips Eskimo Family and Eskimo Children to help children gain additional information about the Eskimo family. Read resource chart on family roles, Transparency #4. Compare with roles of family members in our community.	Transparency #4. The Eskimo Family Everybody in the Eskimo family helps to get food. Father and the boys hunt for walrus, whales, and seals. Sometimes they fish for food. The women and girls can help fish also. They cut up the meat from animals that have been killed. They chew the leather to make the fur soft for clothes. They cook the food for the family. Eskimos love their children.

CONTENT	LEARNING EXPERIENCES	RESOURCES
Eskimo families vary in membership. The family may include grandparents and other relatives. Some Eskimos live in bands or groups in winter and they all share food and help each other.	Read from story of Eskimo children. Discuss role of family members and compare with children's families. "Why do some Eskimos live in groups? How could this benefit an Eskimo family?"	Shannon, Terry. Kidlik's Kayak. Chicago: Albert Whitman and Co., 1959.
In the past, older people had less importance than young, stronger people.	"Why is it important to have someone able to hunt, fish, or earn a living in Alaska? Why can't old people do as much hunting, etc. as younger ones in Alaska?" Discuss.	
Boys have special importance in some families.	"Who helps Father hunt and fish for food? Families are considered very lucky that have several sons to help with the hunting and fishing." Read story of a boy hunter and discuss customs of Eskimo tribe. Use filmstrips to find out more about animals the Eskimos hunt.	Lipkind, Will. Boy With a Harpoon. New York: Harcourt, Brace and World, 1952. Filmstrips: Polar Bear--Mother and Cubs. Fur Seals and Their Young. International Communication Films, Garden City, L.I.: Doubleday and Company, Inc.
	The Eskimo usually fishes for salmon using "salmon hooks."	Show picture of a salmon hook. Childcraft Annual. Chicago: Field Enterprises, 1967, p. 107.

CONTENT	LEARNING EXPERIENCES	RESOURCES
Eskimo families live in several different kinds of homes. Winter homes Stone houses houses made of earth Summer homes Tents made of cloth or animal skins Snow house, or igloos, made on hunting trips.	Show pictures of several Eskimo homes. "Why aren't all homes of the Eskimos alike? Why do families build their homes like they do?" (Climate and available materials.) "Why do Eskimo people build homes of stone or earth for winter? How do they keep these homes warm? How are they lighted?" Study pictures from resource material and encyclopedias to get this information. Read The Little Igloo and learn how important it is that an Eskimo child know how to construct an igloo. Stress that these are only temporary homes for the Eskimos in Alaska.	Pictures of Eskimo homes. (See bibliography.) Mayberry, Genevieve. Eskimo of Little Diomede. Chicago: Follett Publishing Co., 1961. Brewster, Benjamin. The First Book of Eskimos. New York: Franklin Watts, Inc., 1952. Beim, Jerrald, and Lorraine. The Little Igloo. New York: Harcourt, World and Brace, 1941. Smith, Frances C. The World of the Arctic. Philadelphia: J. B. Lippincott Co., 1960. True, Barbara and Marguerite Henry. Their First Igloo. Chicago: Albert Whitman and Co., 1943.
Houses of lumber, much like some houses in our town.	Show pictures of Eskimo family homes in some town in Alaska. Contrast with those homes of Eskimos who move from place to place. Children illustrate homes. Use Resource Chart on Transparency 5. Discuss sketches on Transparency 6. Children identify each type of home and tell why it is appropriate.	Resource chart: (on Transparency 5)

CONTENT	LEARNING EXPERIENCES	RESOURCES
		Eskimo Homes Some Eskimos have many homes. In winter the homes are made of stone or earth. The Eskimos may have to move from one place to another to hunt and fish. They make ice houses, called igloos, to stay in overnight when hunting in the winter. "Igloo" means any kind of house to the Eskimo. These homes are heated and lighted by oil lamps. Some summer homes are tents made of cloth or animal skins. Some Eskimos live in towns. They have homes made of lumber. They do not move from place to place. Transparency 6 (Sketches of homes.) Mayberry, Genevieve. Eskimo of Little Diomede. Chicago: Follett Publishing Co., 1961.
	Show pictures of temporary homes of Eskimos. "Why wouldn't tents be appropriate to use all year round in Eskimo land?" "Why do Eskimos have homes of many kinds?" (To adjust to weather and to be able to get food more easily.)	The World Book Encyclopedia. Vol. 6 (E), 1968.

CONTENT	LEARNING EXPERIENCES	RESOURCES
	Role-play situation of an Eskimo family that is about out of meat. "What will the family do about leaving their home?"	
	Show pictures made of modern town and villages in Alaska. Call attention to kinds of houses.	Tompkins, Stuart. Alaska. Grand Rapids, Michigan: Tideler Visual Teaching, Inc., 1966.

MAIN IDEA IV: Eskimo families work and play together.

CONTENT	LEARNING EXPERIENCES	RESOURCES
Eskimo families work and play together. Years ago Eskimo families had to do all the work: get food get clothes build homes make tools trade furs for food Today many Eskimos earn an income: sell animal skins sell ivory sell carvings	Discuss responsibility of each member of family. Make chart of duties of family members. Read descriptions of work of Eskimos from any available sources. Review filmstrips of Eskimo Family. Compare the way some Eskimo families have to work to get the necessities of life and how our family gets these same necessities.	Eskimo Men Hunt — Make Boats Fish — Teach Sons Make Sleds — Trade Make Tools — Gather Wood Build Houses — Train Dogs Eskimo Women Fish — Make tools Clean animal skins — Teach daughters Cook — Help build house Take care of children Keep house Sew clothes Filmstrip: Eskimo Family. #1776. Encyclopedia Britannica Films, 425 North Michigan Avenue, Chicago, Illinois 60611. Eskimo Children. #101. Encyclopedia Britannica Films. (See address above.)

CONTENT	LEARNING EXPERIENCES	RESOURCES
Some Eskimos have changed to work at other kinds of jobs: Air bases In stores Farm Oil companies Eskimo families must decide how their income will be spent.	Show pictures of Eskimos working at jobs of many kinds. Compare these jobs and jobs we would find in our community. Ask: "Why do you think these Eskimo people have changed from being hunters and fishermen? How do they learn to do these new kinds of jobs? Why don't all Eskimos do this kind of work?" "What things must all Eskimos have?" (food, clothing, shelter) "In years past the Eskimos had to hunt and fish or get his food from the land. Now with an income where can he get his food? Some Eskimos who live in towns buy most of their food. Others still hunt and fish but buy some things that they cannot get in this way. Do you think Eskimos see more that they would <u>like</u> to buy with the money they earn? What things will help them decide how to spend their money? We first must get things we need, then we can buy things we <u>want</u>."	Encyclopedias, various references. <u>Things Eskimos May Want to Buy</u> (List children's suggestions.)
Eskimo families have fun together: Sing songs Tell stories Dance Play drum dances Have contests Blanket toss	Read story of <u>Ootook, Young Eskimo Girl</u>, which describes some of the entertainment of Eskimo families. "Let's name some of the things these people did for fun:" (told adventure stories, sang songs, danced, played drum dances) "What kind of games could children play? Do they have some toys like we do? Where would they get them? Some of their games and toys are different. Let's read about these." Read from <u>The First Book of Eskimos</u>, pp. 24-25, 44-45; <u>Alaska: The Land and the People</u>, pp. 92-93. (Other references are shown in resource materials.)	Harrington, Lynn and Richard. <u>Ootook, Young Eskimo Girl</u>. New York: Abelard-Schuman Limited, 1956. Brewster, Benjamin. <u>The First Book of Eskimos</u>. New York: Franklin Watts, Inc., 1952. Butler, Evelyn I., and George A. Dale. <u>Alaska: The Land and the People</u>. New York: The Viking Press, 1957.

MAIN IDEA V: Eskimo families teach their children many things.

CONTENT	LEARNING EXPERIENCES	RESOURCES
Eskimo families of years past taught their children how to live in the Far North. Some Eskimo families still do this today. Build homes Hunting and fishing techniques Care of hide Make tools Make clothes Games, songs, and dances Eskimo language Customs Build kayaks and umiaks Train dogs Rules for living together: Sharing food, clothing, shelter	<u>OPENER</u> "How did Eskimo children of long ago and in some parts of Alaska today learn how to do all these things that their parents did? Who taught them? Why was this important?" Discuss. <u>DISCOVERY</u> Read descriptions from available sources as to tools, hunting, fishing, building boats, traveling by sled, training huskies. Dramatize some of the activities of the Eskimos. Explain why their way of living was suitable to where they lived. Read from <u>Panuck, Eskimo Sled Dog</u> to build understanding of importance of children learning from families. Draw pictures or collect samples of tools made by the Eskimos.	Brewster, Benjamin. <u>The First Book of Eskimos</u>. New York: Franklin Watts, Inc., 1952. Machetanz, Frederick. <u>Panuck, Eskimo Sled Dog</u>. New York: Charles Scribner's Sons, 1939. Pictures of tools. rifle harpoon bow and arrow snow knife snow goggles

CONTENT	LEARNING EXPERIENCES	RESOURCES
Eskimos were very good inventors. Fresh water from salt water Snow goggles Smooth runners on sleds Built water proof boats How to make things float How to find directions How to protect themselves Light can go through some things Heat inside an igloo Burning oil to give heat and light Freeze food to keep it from spoiling How to soften animal skins Wood can soak up water	Read entire book <u>The Eskimos Knew</u> and compare the ideas and inventions made by the Eskimos with modifications we use of these today. <u>The First Book of Eskimos,</u> pp. 26-27, has some good information on this. Children can examine homes and find examples of uses of these basic inventions. Make a display of these modifications of Eskimo inventions. Teacher and children can summarize inventions on resource chart or use Transparency #7. Discuss each discovery at length. "Why was this so unusual for the Eskimos to learn how to do these things?"	Pine, Lillie H. and Joseph Levine. <u>The Eskimo Knew</u>. New York: McGraw-Hill Co., 1962. Brewster, Benjamin. <u>The First Book of Eskimos</u>. New York: Franklin Watts, Inc., 1952. Resource Chart. (Also on Transparency #7.) Things Eskimos Have Taught Us Eskimos invented wonderful ways of getting food and staying warm. Eskimos lighted their lamp by striking spark from stones called flint and pyrite. A snow knife was made of walrus ivory for cutting snow. Eskimos invented the harpoon, ivory comb, and salmon hook. Three Eskimo words have been adopted into English: kayak, umiak, and igloo.

CONTENT	LEARNING EXPERIENCES	RESOURCES
Today Eskimo families have changed many of their ways and live more like our family. Use matches Use guns Work at other jobs Go to school Go to doctors Use modern inventions different kinds of homes wear clothes like ours	Read from Brewster, The First Book of Eskimos, to make comparison of change found in way Eskimos live today. Make into a resource chart. Use Transparency #8.	Brewster, Benjamin. The First Book of Eskimos. New York: Franklin Watts, Inc., 1952. Transparency #8. How Eskimos Have Changed Eskimos work at different jobs. Some of the men hunt. Some carve wood and ivory. Other people are employed by the U. S. Government. Some people raise dairy cattle. Children go to school.
Most Eskimo children attend schools today but still learn many basic things from their families.	Show pictures of Eskimo school buildings. (All available resources.)	Encyclopedias and any available material on Alaska.
	CONCLUSION	
Eskimo families have many of the same problems our families have. People become more like each other when they trade and live with each other.	Class summarizes study of Eskimo family by listing the basic needs that are similar to those of children in our families. Ask questions: "Why do Eskimo people have some ways that are different from ours? Why have they changed some of their ways? What makes people more like each other?" Children list things we could learn from the Eskimos.	Basic Needs of Eskimo Family Homes, Food, Clothes, Health Services, Schools, Laws, Recreation. (Add these to class list.)

Evaluation

Worksheet on Alaska: Teacher may read questions and answers. Children may then underline correct answer.

1. Which is nearer the North Pole?

   a. Alaska
   b. Texas

2. The Eskimo people have

   a. blue eyes and blond hair
   b. black hair, brown eyes

3. The Eskimo people mostly

   a. buy their clothes
   b. make clothes from soft fur

4. The fishing and hunting are usually done by

   a. the younger boys
   b. the older men

5. In winter the Eskimo people build their homes of

   a. stone or earth
   b. wood

6. Eskimo families today

   a. have problems much like we have
   b. do not have problems like we have

7. The igloo is built of

   a. snow
   b. wood

8. When Eskimo greet each other they

   a. shake hands
   b. press their noses together

9. Eskimos in bitter cold dress

   a. warmly
   b. with light weight clothes

10. Eskimos usually wear a

   a. heavy fur jacket with hood
   b. shirt with tie

11. The Eskimos usually fish for

   a. salmon
   b. catfish

Worksheet on Globe (Oral)

1. Find the North Pole.
2. Find where we live.
3. Locate Alaska.
4. Find the direction from Alaska to where we live.
5. Locate the Atlantic Ocean.
6. Find the Pacific Ocean.
7. Find the Arctic Ocean.
8. Point to the ocean nearer the North Pole.

Families in Mexico

MEXICO

Mexico is the "foreign" country closest to Texas. Our children are exposed almost daily to the Mexican music, the Mexican food, the Mexican rodeo, and even the Spanish language. Many of our children may have a Mexican ancestry. For these reasons, Mexico is a "familiar" and enjoyable place to study about.

Some families have been to Mexico and students may have some things to show the class. Others, whose parents knew even only a word or two of Spanish will come to school proudly showing off their new knowledge. And the teacher has greater access to realia of this country than perhaps any other - if she doesn't have any sombreros and donkeys and water jugs, someone in her locale almost certainly will!

Enthusiastically handled, the unit on Mexico can be one of the liveliest, most enjoyable units, for the children will not only be ready to learn but to contribute.

MAIN IDEA I: Families in Mexico differ in size, structure, and composition.

CONTENT	LEARNING EXPERIENCES	RESOURCES
	OPENER Present a simple map of Mexico and United States with surrounding bodies of water. Ask how many have heard of Mexico and know what it is. Point to the United States on map and tell them that they live here. Then point to Mexico and word "Mexico" and discuss fact that children much like them live here. Repeat this using a globe. Tell them that they will study about these children and ask them to make suggestions regarding the things they would like to know about these boys and girls, such as: How do they live? What kind of clothes do they wear? What kinds of houses do they live in? Do they look like us? etc. Write these suggestions on the board and then make a chart of questions for use with the entire unit.	Map of Mexico and United States or Map of North America Globe Chart of questions
Aztec Indians lived in tribes in Mexico hundreds of years ago. The Spanish came and conquered the Aztecs.	**DISCOVERY** The children pretend that they live many years ago and with their eyes closed, tell about the Indians they see: What they look like, what they eat, what they make their homes from, etc. This may bring into focus preconceived or stereotyped ideas of Indians. Tell class that Indians also lived in Mexico many years ago. Introduce the word "tribe" to the class. Tell them that Indians in Mexico, like Indians in the United States, lived in tribes. They, too, were ruled by chieftains, and one very famous chief was Montezuma. Explain the meaning of tribe with use of chart; see Transparency #1.	Resource: Transparency #1.

CONTENT	LEARNING EXPERIENCES	RESOURCES
		The Aztec Tribe The Aztec tribe was made up of poor and rich families who were ruled by their Emperor, Montezuma. They had their own systems of laws and customs. They built a huge city called Tenochtitlan. This city was the Emperor's capital city.
	View slides and discuss the pyramids of Mexico. Explain that these are not the homes of the Indians but their temples. Also view filmstrip Indian Mexico-Heritage which includes more pyramids and something of the dress of the Indians.	Resource: Slides 1 and 2. Filmstrip: Indians Mexico I--Heritage, Educational Filmstrips, Huntsville, Texas. May, Stella Burke. Let's Read About Mexico, p. 7-25. Reed, Alma M. The Ancient Past of Mexico. Von Hagen, Victor W. The Sun Kingdom of the Aztecs.
Although some people live in small tribal groups, most Mexicans no longer live in tribes but in families.	View pictures of Aztec Indians and the Spanish conquerors. Listen to Mexico Tape I, regarding the coming of the Spanish, and discuss. Point out the fact that most people in Mexico live in families, but not in tribes.	Resource: Mexico Tape I

CONTENT	LEARNING EXPERIENCES	RESOURCES
	View pictures of ancient Aztec families, noting size and structure. Emphasize the style dress and note that many Indians in Mexico now may wear such clothes for special celebrations and holidays. Identify members of the family. Use Transparency #2.	McVeer, May Yonge. The Mexican Story. Resource: Transparency #2. Any other available pictures of Aztecs.
Families are of different sizes in Mexico.	Read to the children Pablo, Boy of Mexico. Discussion should reveal the number of members in family and indicate the father as head of the household.	Amescua, Carol Conner. Pablo, Boy of Mexico.
The family structure varies from family to family.	Begin the building of a Spanish vocabulary using language tape of family names, Mexico Tape II. Coordinate with Transparency #3.	Resource: Transparency #3. Mexico Tape II.
	Make family units from paper dolls or puppets, or let students pretend to be various family members, and let students practice naming them in Spanish.	
	Children may draw pictures of members of a Mexican family or cut pictures from magazines to illustrate family members. Each member should be on a separate sheet with captions in Spanish underneath. This is the beginning of a Spanish pictionary.	
	Discuss Transparency #4 of various Mexican families. Discuss number of members, composition, etc. (It would be well to present families of different economic levels to avoid the stereotyped Mexican.) Let children find families that seem most like their own and tell why.	Resource: Transparency #4.

CONTENT	LEARNING EXPERIENCES	RESOURCES
The father is head of the household.	Build a chart entitled "Who Makes Decisions?". Bring out the fact that in Mexico Father usually heads the household. Set up certain situations which will require decisions. Children assume roles of father, mother, children, etc. Situations might include: May I visit my friend instead of working in the garden? Do I have to go to the field today? Should I stay with the baby while mother goes to church?	Resource: Transparency #5. WHO MAKES DECISIONS? Father Mother Father and Mother All family members help Big brother or sister Grandparent, Aunt, or Uncle
	CONCLUSION Discuss questions such as: "How do Mexican families differ from one another? Who makes all important decisions in a family? Would you say that Mexican families are very different from families you know? Why not?" Read for fun to the class the story An Eagle On a Cactus, which tells how the Aztec tribe decided to make its home where Mexico City now stands. Bring out that Mexicans have folk tales just as we do. Transparency #6--worksheet for review.	Dolch, Edward and Marguerite. Stories from Mexico, pp. 139-145. Resource: Transparency #6.

MAIN IDEA II: Homes in Mexico differ in many ways.

CONTENT	LEARNING EXPERIENCES	RESOURCES
	OPENER Ask various children to describe the house they live in as to where located, what materials were used to make it, how many rooms it has, etc. This need not be drawn out as it has been studied in detail in Unit I. Explain that some homes in Mexico are very much like theirs but that others may be different.	Bulletin board display of children's drawings of their homes as a springboard to discussion.
The climate and terrain help determine the type houses built. straw and adobe of desert.	DISCOVERY Present slides #3 and #4 and discuss these homes. Bring out the fact that these are desert homes. Discuss the meaning of "desert." Introduce and discuss the word "adobe." Determine why adobe would not be good for rainy weather. (Children might make adobe with mud and grass, let it dry in form of a small hut, and then sprinkle with a watering can to see what might happen.) Using chart, Transparency #7, discuss the homes of the deserts. Ask children to find certain sentences that tell the materials, etc. Identify certain words.	Resource: Slides #3 and #4. clay, straw, water. Resource: Transparency #7. Desert Homes The desert homes are made of straw or adobe. Very often these homes have only one room. This room may serve as bedroom, kitchen, living room, and play room. These homes may be found by themselves or in tiny villages on the desert.

CONTENT	LEARNING EXPERIENCES	RESOURCES
Bamboo, or sticks and brush of humid lands.	Present Slides #5 and #6 and discuss. Bring out that these homes are for warm but rainy areas of Mexico. Base discussion on chart on Transparency #8.	Resource: Slides #5 and #6. Transparency #8. <u>Homes of the Humid Land</u> These homes are made of bamboo or sticks and brush. The roof may be made of banana leaves. Although it rains here nearly every day, and the roofs may leak, the heat will dry the homes fairly well. These homes, too, may have only one room.
Stucco or brick in cities.	View filmstrip <u>A Trip Through Southern Mexico</u>, which shows various homes of southern Mexico. Discuss these homes, their characteristics, use of materials, Slide #7 should be discussed as representing homes in the cooler mountain areas and in cities. Provoke discussion of differences between these homes and the homes of the children. "How are they like high-rise apartments in Houston? Which would be more expensive: city homes or homes in the desert?" Use Transparency #9 as a resource chart. Read and discuss.	Filmstrip: <u>A Trip Through Southern Mexico</u>. International Communication Foundation, Doubleday and Co., Inc., Garden City, New York. Resource: Slide #7. Transparency #9. Resource chart:

CONTENT	LEARNING EXPERIENCES	RESOURCES
	View filmstrip Mexico City and discuss. This filmstrip shows more homes in cities and shows some aspects of city life. Continue discussion of likenesses and differences of homes using Slides #8, #9, and #10. Bring out use and need for flat roofs. Study construction of Mexican homes. Ask questions such as: "How do they differ from our homes? What are these homes made of? Homes in cities have no yards, as we think of them. What takes the place of a yard?"	Houses in the Cities Most of our homes have: yards around the houses slanted roofs one story. But few city homes in Mexico have this. Apartment buildings in Houston are more like the homes in Mexican cities. Both have: flat roofs two or three stories little or no yards lack of a play area Filmstrip: Mexico City. #73680. International Communication Foundation, Doubleday and Co., Inc., Garden City, New York. Resource: Slides #8, #9, and #10. May, Stella Burke. Let's Read About Mexico, p. 35-36.

CONTENT	LEARNING EXPERIENCES	RESOURCES
	Build chart with pupils comparing homes of desert lands, rainy areas, and city areas as to construction, materials used, location. Use facts from previous charts included in Resources.	Henry, Marguerite. Mexico in Story and Pictures.
	Locate on map the desert lands, rainy areas, and discuss fact that cities may be found in all areas.	Larralde, Elsa. The Land and People of Mexico. p. 9-18.
		Map of Mexico
Economic conditions may determine the type of shelter lived in.	Ask children to think of other types of homes people may live in. Present Slide #11 which pictures a railroad car turned into a home.	Resource:
		Slide #11.
	Discuss what is meant by "well-to-do" and "poor." What do you think the home of a well-to-do family in Mexico might look like? the home of a poor family? Use Transparency #10 as a focus.	Transparency #10.
	Using charts built by students regarding the various types of homes, help the class to determine which would most likely be the homes of well-to-do families or poor families. Bring out that, as in Houston, many old homes that once belonged to well-to-do families are now rented to several poor families per house.	

CONTENT	LEARNING EXPERIENCES	RESOURCES
	Construct models of homes from old shoe boxes and other odds and ends. A city block, a "jungle" village, and a desert village may be set up.	Materials to be used: City block: shoe boxes, small cardboard boxes, tempera paint or crayolas, glue or tape, scissors. Jungle village: sticks, twigs, leaves, string. Desert village: dry grass, mud bricks, mud plaster, small sticks. People: pipe cleaners, colored paper or paper doll clothes. Pipe cleaner trees: lakes, streets, etc., of colored paper, may be taped to map surface.
	Using Transparency #11 which shows the inside of a poor Indian home and a well-to-do home, ask children to tell how they can distinguish between them. Introduce the word "casa," CAH-sah, which means "house." Let children draw a picture of one of the three types of houses they have studied and add it to the pictionary.	Resource: Transparency #11.

CONTENT	LEARNING EXPERIENCES	RESOURCES
	CONCLUSION Play game "This is Where I Live." Choose three names for each of the three broad areas of living, such as "Pedro-desert," "Maria-rainy lands," and "Paco-city," and write them on the board. Place the three names in a hat. Let a student draw a name and tell something about the type house he lives in. The object is to guess the area in which he lives. The child who guesses correctly first chooses the next time. To make the game a better evaluation activity, for each consecutive time the same name is chosen require a new clue.	

MAIN IDEA III: Family customs and traditions are passed on from parents to children in Mexico.

CONTENT	LEARNING EXPERIENCES	RESOURCES
Vocabulary: (Review) customs traditions	OPENER Review some of the ways the children's own parents teach them family customs and traditions such as reading stories about other boys and girls, taking them with them when they go to church, to a store, or to visit a neighbor, showing them how to do certain things or just talking to them. "How do you suppose Mexican parents teach their boys and girls about their customs and traditions?"	
They are mostly Catholic and attend church every Sunday.	<u>DISCOVERY</u> View Slides #12 and #13 which show two churches in Mexico. Compare with pictures of churches in the United States that children have brought from home.	Resource: Slides #12 and #13.
Most Mexican families celebrate Saint's Days as well as birthdays.	Emphasizing that the church is very important to the Mexican way of life, introduce the celebration of the Saint's Day as being very much like our birthday celebration and a very important day for each Mexican. Create interest in Mexico Tape III by asking children to listen carefully so that they will be able to remember all of the different kinds of things that happen on a Saint's Day. "How is a Saint's Day much like a birthday celebration? How is it different?"	Mexico Tape III Larralde, Elsa. <u>The Land and People of Mexico</u>. pp. 101-102.
Mexicans eat at different times of the day than we do and eat different foods.	Ask children to tell what time they eat breakfast, dinner and supper. Use chart on Transparency #12 to show that our eating habits may not be the same as those in Mexico. Do you suppose all Mexican families will eat at exactly the same time? Why not?" Children use cardboard clock to manipulate hands and show when meals are eaten in Mexico and also when eaten in United States.	Gooch, Fanny Chambers. <u>Face to Face with the Mexicans</u>. pp. 215-219. Transparency #12. (See next page.)

CONTENT	LEARNING EXPERIENCES	RESOURCES
		Meal Time Mexico: Breakfast: 8-10:00 Dinner: 2:00 Supper: 8-10:00 P.M. United States Breakfast: 7-8:00 Dinner: 12:00 Supper: 5-6:00
	Let children sample food which might be served at a Mexican dinner or supper, including tacos, enchiladas, frijoles, rice, and tamales. Make a chart comparing favorite Mexican foods to favorite foods of class members such as hamburgers, hot-dogs, mashed potatoes, etc. "Do you think that if you lived in Mexico, you might like tacos better than hamburgers? Why, or why not?"	Canned varieties of Mexican food.
They greet one another with hugs and kisses.	Pose this question: "If you were walking down the street and you met a good friend, how would you greet him?" After hearing comments, show children Transparency #13 and discuss. Children may then act out ways of greeting friends.	Gooch, Fanny Chambers. Face to Face with the Mexicans. pp. 91-125. Transparency #13.
	CONCLUSION Let children act out ways in which parents may teach their children about family customs in Mexico, such as talking to children or taking them to a church, or meeting another adult friend while taking a walk.	

CONTENT	LEARNING EXPERIENCES	RESOURCES
	Children write or dictate original story about a custom or tradition that takes place in Mexico. Compare to that in the United States.	

MAIN IDEA IV: Families in Mexico work and play together.

CONTENT	LEARNING EXPERIENCES	RESOURCES
Families in Mexico do different kinds of work depending on cultural background economic status	**OPENER** Review those things that a family needs to have--such as food, clothing, shelter, as compared to things a family may want to have but does not need to have such as all luxury items, including TV, refrigerator, beds, as well as parties and holiday activities. "How do people get the things they need? the things they want?" Make a list of things needed and things wanted (or produce one used in previous unit.) "If we didn't have much money to spend which things would we buy?" List may be used to coordinate with Transparency #14. **DISCOVERY** View filmstrip Indian Mexico 2-Crafts and Customs. Bring out the point that usually the whole family shares in the job, each with his own specialty. "What do you think the boys and girls may do to earn a living when they grow up? Why do you think so? Would you say that well-to-do families would make their own blankets and pottery? Why not? Why to the poor people make their own?" Build a discussion around this question: "What kinds of jobs do you suppose the well-to-do in Mexico might have?" Accept suggestions such as doctors, teachers, bankers, etc. Continue with leading questions such as, "How do you suppose these people learned to do the kinds of things their jobs require? Does it cost money to go to school? Do you think that a doctor's children would help him to do his work? Why not?"	Transparency #14 Filmstrip: Indian Mexico 2-Crafts and Customs. Educational Filmstrips. Huntsville, Texas.

CONTENT	LEARNING EXPERIENCES	RESOURCES
	Let children draw pictures for a bulletin board with the theme "There are two kinds of jobs in Mexico--those that demand an education in the schools and those that require learning from the family or others." Use Transparency #15. Use Transparency #16 for worksheet.	Transparency #15. Jobs in Mexico We studied in school: doctors, dentists, bankers, teachers, etc. We learned at home or from others: weaver, pottery maker, market seller, etc.
Families in Mexico all have the same basic needs, although problems of securing them may differ. water food clothing shelter (already discussed)	Provoke a review discussion regarding the basic needs of all people such as food, clothing, shelter. Children may tell of the ways they get their shelter. Ask if any of them grow some of their food, make any of their own clothes, or have built their own houses. If they buy things ask them what they use to buy things with. "How do you suppose most people in Mexico get the food, clothing, and shelter they need?" Use Transparency #16. Read the short problem story and accept all solutions. If trading is not mentioned, ask: "What do you boys and girls do sometimes if one of your friends has a pencil you need and you have an eraser that he needs?"	Transparency #16. Resource Story: Paco was a little Mexican boy who lived in a small village of Mexico. His family was very poor and Paco often had to help his father water the cows, pick coffee beans, or repair the adobe hut. To make some money on

CONTENT	LEARNING EXPERIENCES	RESOURCES

his own, Paco sometimes washed cars, shined shoes, or ran errands for some of the wealthier people in town. Paco did not have very nice clothes--he even wore sandels instead of shoes!

One day close to his sister's Saint's Day, Paco decided that he needed a new shirt for the party that would be given for his sister. This shirt had a hole in the sleeve and he wanted one without a patch. But he didn't have any money to buy one with and he knew that no matter how many cars he washed, or shoes he shined, he would not be able to get enough money to buy the shirt for the party. He couldn't ask his parents for the money because they needed all they had for food. What could he do?

And then he remembered the donkeys! Paco had a hobby. He carved little wooden donkeys with a good strong knife that his father had given him for his Saint's Day. Father took his turkeys to market, why couldn't Paco take his little wooden donkeys? Paco raced to the

CONTENT	LEARNING EXPERIENCES	RESOURCES
		cupboard in the kitchen and took out his whole collection of donkeys. Putting them in his father's old hat, he started for the market. What do you suppose he did with the donkeys? Did he get the new shirt? Linda R. Galloway
	Read to the class the story, "Ramón Makes a Trade," which deals with trading in the market places. Discuss and build into development of the following activity. Use Slides #14, #15, and #16 showing people going to market and at the market.	O'Donnell, Mable. From Faraway Places. pp. 79-111. Slides #14, #15, and #16.
	Children make bean mosaics with three or four kinds of beans, Elmer's glue, colored construction paper or burlap.	
	Let the children make their own blankets or pottery with colored papers and paste. Perhaps they would like to bring toy cars, fruit, etc., to school to trade in their own pretend market. Use Transparency #17.	Transparency #17. Who Would Make These Things?
	Ask the children how they get their water. Some might still use pumps or wells. "In what part of Mexico might it be hard to get water?" (desert) Read the story Poppy Seeds to the class and discuss. "Why was the old man so stingy or careful with the water?"	Bulla, Clyde Robert. The Poppy Seeds.

CONTENT	LEARNING EXPERIENCES	RESOURCES
	"How do you get your food and clothing? Buy it? Make it?" Bring out the fact that some people in Mexico make their own materials for their clothes and produce their own food. Pose the question, "If people cannot grow their own food or make all the clothing that they need, where can they get these things?" (market) "What will they get them with?" (money and trading articles)	
	Learn the little action poem presented at right.	Alexander, Frances. Mother Goose on the Rio Grande. p. 20. Little tortillas, little tortillas Little tortillas for Papá, Little tortillas for Mamá, Little tortillas made of bran When Papá is a worried man; Little tortillas, brown and snappy, For Mamá when she is happy. (Pat hands, alternating directions.)
Families in Mexico do different things for fun. Some things they pay for. Some things they do not pay for.	Show the filmstrip, Family Life and Recreation. Make a list of things the families would have to pay for such as sight-seeing, going to the movies, etc. Let children make a picture chart illustrating the two types of recreation. Let others in the class make pictures for a chart about things people might buy that they could have fun with such as balls, swimming or wading pools, musical instruments, etc.	Modern Mexico III-Family Life and Recreation. Educational Filmstrips. Huntsville, Texas.

CONTENT	LEARNING EXPERIENCES	RESOURCES
	Determine which would cost most, which might the well-to-do or poor family be most likely to buy. Use Slides #17, #18, #19, #20 which show the costumes that the Indians of Mexico wear wear when performing the dances of the ancient Aztecs. Play Mexico Tape I which includes music from the Ballet Folklorico based on ancient Indian themes. "Would the dancing cost money? Would the costumes? Why or why not?" Play Mexico Tape IV, which teaches the word "fiesta" which means "party" and explains something about parties in Mexico. Plan a simulated Mexican party with children. Build a chart outlining materials needed such as: food piñata record player and records We will play pin the tail on the donkey break the piñata	Resource: Slides #17, #18, #19, #20. Mexico Tape I--(Music at end.) Mexico Tape IV. <u>Our Mexican Fiesta</u> We will need: food a piñata a record player something to drink room to dance We will play: pin the tail on the donkey break the piñata
The piñata is a paper-maché animal stuffed with candy.	Construct a piñata for use at the party. The piñata should be well discussed and children should be aware of what will happen to this creation. During the party, several children should have a turn with the stick before the piñata is finally broken.	Materials Needed Window screen or chicken wire, molded to shape desired. Wire, nails, glue, etc. to hold frame together. Newspaper and paste thinned to consistency of cream. Tear

CONTENT	LEARNING EXPERIENCES	RESOURCES
		newspaper into strips and paste in place until saturated. Apply directly to frame. Apply at least six layers to entire frame. Allow to dry thoroughly and sandpaper rough edges. Paint figure with tempera, enamel, oil paint, etc. and dry. Place candy inside before closing completely.
Dancing is a popular recreation in Mexico.	Learn to dance La Raspa, using Tape IV. This dance is a popular folk dance of Mexico and most Mexican children learn to do it when very young.	Mexico Tape IV. Music at end of Tape III. Girls face boys. Wait first three beats. Hop on right foot, left foot out in front. Hop on left foot, right out in front. Repeat 18 times. Lock elbows and take 16 light walking steps to right. Change to left elbow and take 16 light walking steps to left. Repeat from beginning three more times. If desired, at end of dance boys may kneel and girls place right foot on boys' left knee, both boys and girls facing same direction.

CONTENT	LEARNING EXPERIENCES	RESOURCES
The guitar is a popular instrument in Mexico. People sing and dance to its music.	Invite someone to come who can play the guitar and let them play for the children. (This is a good time for a lesson in learning.) Let children act out activities that families can do together in Mexico. Those who guess the activity must also tell whether it would cost very much or not. What kinds of things might they have to buy for each activity? CONCLUSION Have party with dance, pin the tail on the donkey, piñata, refershments, etc. Children might tell what they like best about Mexico, or what is the most interesting to them, as a way of review. Keep as informal as possible. Show film, Mexican Moods, at party if desired as a means of strengthening the ideas that Mexicans love music and fiestas. Draw pictures of the "fiesta" and "piñata" and add these to pictionary. Complete by adding cover. Construct materials for and organize play given on final pages. View filmstrip, Fiesta Time--Mexico which shows many fiesta costumes. Use Transparency #18 for review of other Mexican words.	Film: Mexican Moods. Education Service Center. Huntsville, Texas. Filmstrip: Fiesta Time--Mexico. International Communication Foundation, Doubleday and Co., Inc., Garden City, New York. Transparency #18.

3

Away We Go to Mexico!

Narrator: Good morning, parents, teachers, and friends.
Welcome to our show.
It's all about Mexico,
And we're all ready to go.
First some work and then some play
Just like every school day,
So here are some facts we learned to say.

Fact One: Mexico has a President like we do.
Skyscrapers, television, and automobiles too.

Fact Two: And Mexico has poor people, it isn't just talk,
Who ride on donkeys, or have to walk.

Fact Three: In some places, rain never comes to stay.
In other places, it rains every day.

Fact Four: In Mexico they wave like this
When girl friends meet, they hug and kiss.
(For line one, the student waves with front of hand turned toward audience. For line two, two little girls might rub cheeks in Mexican fashion.)

Fact Five: Mexicans love to dance and sing.
For music they'll do almost anything!

Narrator: So let's take a break. I give to you
Four beautiful señoritas with a fancy step or two.
(This may be any type dance activity chosen by teacher.)

Narrator: People speak Spanish in Mexico.
Here are some words that we now know.
(Five or six students speak various Spanish words, then tell their meaning in English. They might also hold pictures which they have drawn to illustrate the words they speak.)

Narrator: In Mexico they have cowboys, too.
So here's the whole gang to do a song for you.
(Teacher's choice.)

Skit

Narrator: Once there was a little old woman who went to the store to buy some red beans for supper.

Old Woman: I want some red beans.

Storekeeper: There they are.

Old Woman: Are you sure those are red beans?

Storekeeper: I'm sure.

Narrator: So the little old woman took the beans and put them in a pot to cook. Then she went upstairs to work. Pretty soon she heard a loud noise--(Beans jump up and down saying "pop, pop, pop")--and when she got there, there were beans all over the floor.

Old Woman: I'll try one more time.

Narrator: So she put the beans back in the pot and went back to work. Soon she heard another loud noise--(Beans do same as above.)--and when she got there, there were beans all over the floor again.

Old Woman: These aren't red beans! I'll take them back to the store.

Old Woman to Storekeeper: These aren't red beans! These are Mexican jumping beans!

Storekeeper: Oh, no, they're not!

Old Woman: Oh, yes, they are!

Storekeeper: Oh, no, they're not!

Old Woman: Oh, yes, they are! You just wait and see!

(Beans begin to jump up and down and "Pop! Pop! Pop!" off the stage.)

Storekeeper: You were right! There they go, jumping off to Mexico!

Old Woman: Was that all the beans you had?

Storekeeper: Yes, it was.

Old Woman: Looks like I won't have beans for supper then.

Narrator: The End.

(Suggestion: Beans may wear old pillow cases with head and arm holes cut out.)

Narrator: And now a dance right from old Mexico! (La Raspa)

Narrator: To close our show we will say
Good-by in the Mexican way, "Adios!"
(Entire cast stands and waves Mexican fashion, saying this with him.)

--Original by

Linda Ryan Galloway

SUGGESTIONS FOR EVALUATION OF UNIT ON MEXICO

Child is able to locate Mexico on a map and globe; show areas such as rainy lands, desert lands, large city of Mexico City.

Play game "This is Where I Live" given in Main Idea II of Unit.

Keep a record of significant actions or "non-actions" of individuals, such as:

April 16, 196__: Mary brought a doll to class dressed in China Poblana. Was able to tell the story of China Poblana and dress.

April 20, 196__: Bill declined to work with groups on grounds that they "didn't know how to do it right."

Keep selected work samples for individual students.

Group discussion is a means of evaluating pupil's readiness to progress to further studies.

Conferences with individual pupils, in this case, might reveal prejudices, misgivings, hurt feelings, etc.

Evaluation might come through building group experience summaries resulting from visits with resource people, viewing films, listening to tapes, etc.

Diaries and logs for activities of the entire class help the children keep up to date on activities, plans, and determine goals of unit work.

Children can prepare bulletin boards around given themes, working in small groups.

Working in small groups, children can construct models of various villages and cities using information from unit.

Original stories written or dictated by pupils regarding homes, economic problems of poor people, problems encountered in desert lands, or fiction stories using facts regarding customs and traditions of Mexico might reveal insights and understandings.

Keeping a scrapbook of pertinent information enables the child to show his contribution to the class project. Pages on which the child has articles contributed should also give the child's name. This encourages participation and also serves as a method of evaluation.

Role-playing can evaluate knowledge of social customs and attitudes, ability to solve problems, and interpretation of known facts; such as, "The mother of a poor Mexican family and her son went to the market to buy some food for the day. In the market the boy saw a rubber ball that he would certainly like to have. If you were the boy, would you ask for the ball? If so, what might your mother probably tell you? What would you do then?" If answer is "Yes" to first question, let children act out answer to last question. If answer is "No" to first question, have the child tell "why not."

Show-and-tell periods can be very interesting evaluation periods as well as unique learning periods. If well-planned, children can learn from one another as well as reveal knowledges, skills, and attitudes to the teacher as they present pertinent pieces of information or objects to the rest of the class.

Use of teacher-made pen-and-pencil tests is left up to individual teacher.

MEXICO TAPE I--ANCIENT MEXICO

Long ago in Mexico there were many Indian tribes. They had names such as the Toltec, the Mayas, the Zapotecs and the Aztecs. The Aztec tribe became the strongest and finally conquered all of the other tribes.

Then, in 1519, fair-skinned men under the command of Hernando Cortez came to this country. These men were Spanish from the country of Spain far across the Atlantic Ocean. The meeting between the Emperor Montezuma and Hernando Cortez was a friendly one and the Spaniards were treated well by the Aztecs. The Indians had a tradition from many years back that told of a fair-skinned god who had lived among the Indians and then suddenly disappeared. But the Indians had always known that he would return. So when the Indians saw the fair-skinned Spaniards, they thought the Spaniards were gods. Another thing made the Indians revere the Spaniards at first--the Indians had never seen horses before. There were no horses in North America at this time and the Spanish were the first to bring them to this continent.

But the Indians soon learned that these Spaniards were not gods. A disagreement between the two groups generated a war in which the Spaniards defeated the Aztecs.

When the war was over, more Spaniards came to this country called New Spain to make their homes. Many of them married Indian girls and took them from the tribes to the Spaniards' homes. In this way, the tribes became smaller and smaller until today most Mexicans live in families as we do, and not in tribes.

Many people in Mexico have ancestors who were Indians. And these people plus the true Indians still living there, know some of the ancient stories and dances. Here is some music much like that heard by Cortez and his Spaniards when they landed in 1519. It is taken from a series by the Ballet Folklorico of Mexico City.

(The Ballet Folklorico is a dance company with headquarters in Mexico City. It has become very well-known for its colorful performances of Mexican folkdances which tell the story of the Mexican people in dance and song.)

MEXICO TAPE II--SPANISH VOCABULARY

We are going to learn a few Spanish words. You will learn to say them just as the Mexicans do but you must listen carefully. We will learn to say the names of some of the people in our families. First, we will learn the word "father." This is an easy one. "Papá." Now you say it after me. "Papá." _____ Good. Let's try the word for "Mother." It is "Mamá." "Mamá." Now you say it after me. "Mamá." _____ See how easy it is?

Now we come to a harder word. This is the word for "brother." Many of us have brothers although some of us may not. The word is "hermano." Listen very carefully. "Hermano." "Hermano." Now you say it after me. "Hermano." _____Fine.

Now we will try the word for "sister." It is almost exactly like the word for "brother" but you must listen to the very last sound. It is different. "Hermana." "Hermana." Listen to both words together. "Hermano." "Hermana." Hear the difference? Say the word for sister after I do. "Hermana." _____ Good.

You already know how to say four words in Spanish which mean "father, mother, brother, sister." Repeat each one after me as I say it.

"Papá"_____
"Mamá"_____
"Hermano"_____
"Hermana"_____

Now we will learn to make sentences that say things like "He is my father," or "She is my mother." Repeat after me, "Es mi papá." _____. "Es mi papá." _____. Good. You just said in Spanish "He is my father."

Repeat after me. "Es mi mamá." _____. "Es mi mamá." _____. This means "She is my mother."

Repeat after me. "Es mi hermano." _____. "Es mi hermano." _____. This means "He is my brother.

Repeat after me. "Es mi hermana." _____. "Es mi hermana." _____. What do you suppose this means? Of course, I'm sure you guessed. It means "She is my sister."

Do you see how easy it is to say Spanish words? Of course you are not expected to remember what they all mean now. Your teacher will show you some things to do that will help you to remember them better. And until we meet again I wish you much fun with speaking Spanish. Hasta luega, mis amigos.

MEXICO TAPE III--THE SAINTS' DAY CELEBRATION

If you lived in Mexico, and your name was Juan or Maria, you would have a special day, much like a birthday. But this day would be celebrated by all other boys in Mexico whose names were Juan, and Maria would have a special day on which she and all girls in Mexico named Maria would have a celebration.

First the lucky person would go to church for prayer and thanksgiving. Here the importance of the Saints' Day would be explained. Later there would be parties and presents, and maybe even serenades, if the person celebrating were a girl.

At twelve o'clock at night before the special day, mariachis (mah-ree-ah-chees) would come to play guitars and horns and sing to the girl. When the music waked her, she might blink the lights in her room to tell the people who brought the mariachis that she heard them and like their music. If the girl is very young, her father or even a big brother might pay mariachis to play for her. If she is older a boy who would like to be her boyfriend might bring the mariachis. A lucky girl might get two or three serenades in one night.

The following two songs are played and sung by a famous mariachi group, Trio Los Panchos. The songs are "Las Mañatias" and "El Rancho Grande."

MEXICO TAPE IV--FIESTAS

Bienvenidos amigos, (Be-in-vay-NEE-dose ah-MEE-gose).

Hear that music in the background? You might very possibly hear this music at a fiesta (fee-AY-stah) in Mexico. Do you know what a "fiesta" is? Let me tell you what you would do at a fiesta an and then see if you can guess. You would probably dance and sing and shout "gritos" (GREE-tose) at the top of your voice, and have a very good time. What is a fiesta? Of course. A party in Mexico. And if the party were on a religious holiday or maybe even a feast day, you might be dancing in the streets.

Fiestas in Mexico are always lively. sung to the tune of merry laughter accompanied by the tapping of dancing feet. And if it's close to Christmas time you might take your turn at a piñata (peen-YAH-tah). A piñata is usually a paper maché animal with candy and cookies inside. Each person takes a turn trying to hit and break the pinata with a long stick. But it isn't as easy as it sounds. First the person is blindfolded and then faced toward the pinana. And to make it even harder, the piñata is tied to a rope which is pulled up or down over a bar to confuse the player. It may take a while, but when the piñata is broken, watch out--such a mad scramble for candy you've never seen!

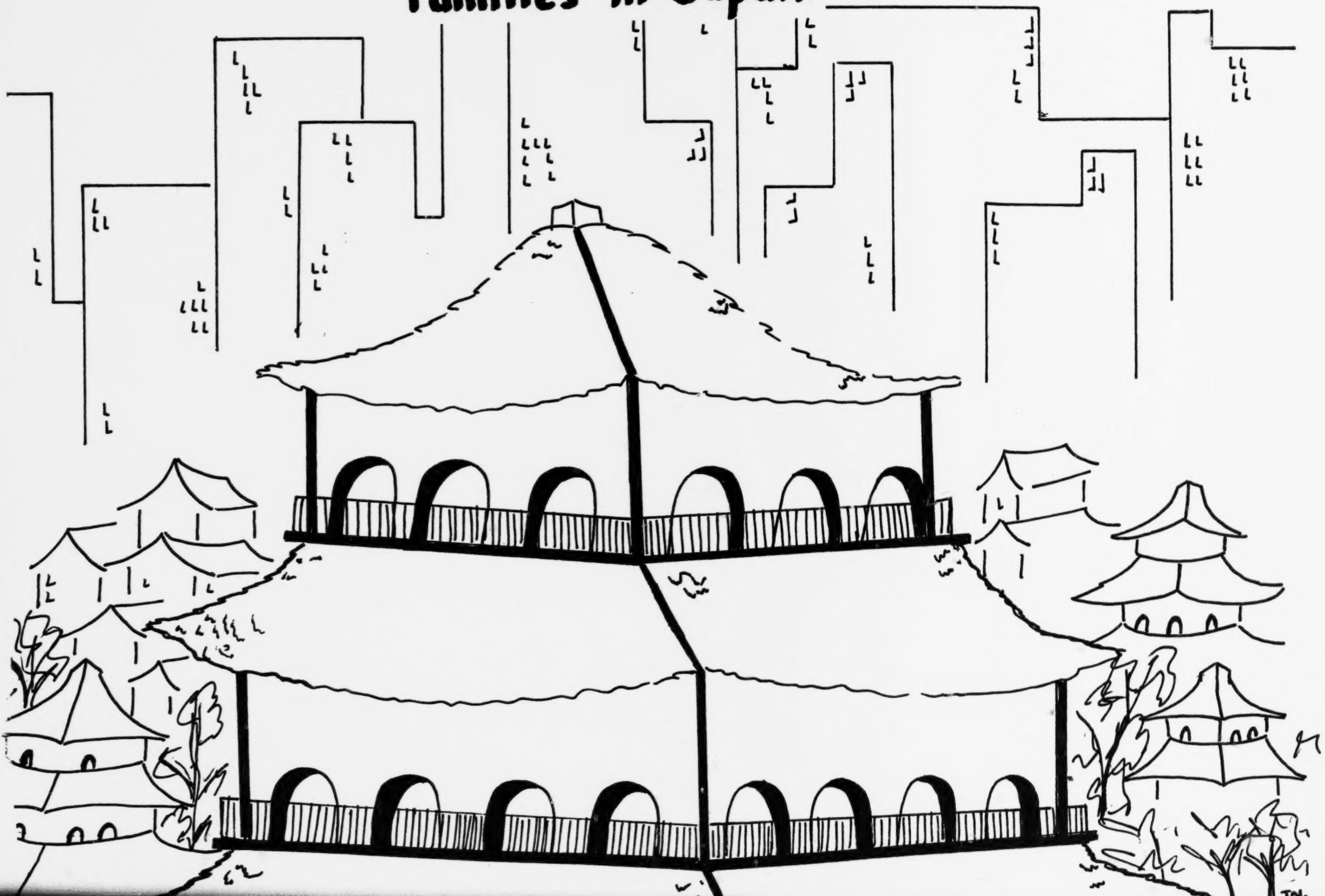
Listen now to the music of the Jalisco (hah-LEES-co). Listen especially for the gritos and the dancing feet.--

Didn't they sound as if they were having a good time? Maybe you can have your own fiesta right in your own room! Here is a dance called "La Raspa" (LAH RAHS-pah) that you can learn to do. It doesn't have gritos or tapping feet--you can supply those!

CONCLUSION

Well mis amigos, this is our last visit to Mexico. I hope you have enjoyed them. I certainly have. And I hope, now, that you know some things in Spanish that you can take home, some things to say in Spanish; some things that sound like "Es mi mama" or maybe "Es mi hermano." And maybe now you know that a party in Mexico is called a "fiesta." I hope that some day when you are older, you will look forward to studying more about Mexico and maybe even the Spanish language. Adios, mis amigos!

Families in Japan



JAPAN

A study of Japan offers the opportunity for elementary children to study a country made up of islands and thus develop concepts related to the conservation of land and other natural resources. Japan is a country with a rich cultural heritage. Japanese art forms are seen throughout the world. Today it is highly industrialized, and yet, by contrast, in some rural areas many of the traditions and customs are still practiced. Study of these families enable children to contrast the westernization and the traditional way of life of the people. Children will find out how many of our appliances and "necessary luxuries" have been made in Japan. Similarities of basic needs of families and various means of satisfying these needs are stressed in this approach to the study of Japan.

MAIN IDEA I. Japan is an island country around the globe from the United States.

CONTENT	LEARNING EXPERIENCES	RESOURCES
	OPENER Teacher uses globe to help children review the shape of the earth. Ask child to locate the United States. Another child can find Texas and the approximate location of the child's own town and community. Teacher finds the islands of Japan and points this out to the class. Give several children an opportunity to locate Japan. Ask: "What ocean lies between our United States and Japan?" (Note distance of Japan from United States in comparison to Alaska and Mexico which have been studied earlier.) "Is Japan closer or farther away than Alaska? than Mexico? How could you prove this to me?" Show child how he can take a piece of string and place between the two places to compare distances. Use Transparency #1.	Beginner's 12" globe. Transparency #1. (map of Japan.)
Japan is a country of islands located a long distance away from the United States. An island is a body of land surrounded by water.	DISCOVERY In a rectangular cake pan use sand to make an island and fill in area around the sand with water to build concept of island, etc. Ask children if they have seen an island in a lake or river. "Does a country that is an island have any problems that some country, such as the United States, does not have?" (scarcity of land, difficulty of providing sufficient food for people.)	Cake pan, sand, water.

CONTENT	LEARNING EXPERIENCES	RESOURCES
Japan has a capital city, Tokyo. Tokyo has many buildings and many people. Japan is very crowded and the population is still increasing. "Neighbor" may mean another country.	Locate on the globe the city of Tokyo. Explain that Tokyo is the capital of Japan. "What is the capital of a country? Why does a country need a capital? What is the capital of our country?" Show pictures of Tokyo from encyclopedia and other sources. "Is Tokyo like a city in the U. S.? How is it like them? How is it different? What kind of buildings are in Tokyo?" Use Slides 1 and 2. Ask children if they know someone who has visited Japan. "These people, Mr. and Mrs. W. T. Bruton from Lovelady, Texas made these slides while in Japan." "Are Japanese families like our families? Would you like to find out more about Tokyo and these people?" Show filmstrip, Tokyo, Largest City in the World. Discuss: buildings, families, likenesses, and differences with our towns and cities. "Why doesn't Tokyo have skyscrapers like New York City or Houston?" (danger of earthquakes) Class and teacher compose resource chart on information related to Japan and Tokyo. Use Transparency #2. Listen as the teacher explains that Japan and the United States are "good neighbors" because they work together, exchange ideas and products, and respect each other. "Our study of Japan will help us see how we have become neighbors." CONCLUSION "Pretend you are telling someone about Japan. What things can you tell of interest about where it is located, its capital, etc? about Tokyo?"	Pictures of capitol in United States and in Tokyo. Other pictures of buildings in Tokyo. Show Slides 1 and 2. Filmstrip: Tokyo, Largest City in the World. Bailey Films, Inc. 6509 De Longpre Ave., Hollywood, Calif. 90028 Resource Chart (Transparency #2) Japan is the land of the rising sun. Japan is called Nippon. Nippon means "home of the sun." The flag is a symbol of the rising sun. Washington D. C. is our capital city. Tokyo is Japan's capital. Tokyo is the largest city in the world.

MAIN IDEA II. Families in Japan differ in size, structure, and membership.

CONTENT	LEARNING EXPERIENCES	RESOURCES
Japanese have a great regard for the family. Japanese families are like our families in many ways. Vocabulary: obaasan - grandmother ojiisan - grandfather otoosan - father okaasan - mother	<u>OPENER</u> "What do we call the people who live in Japan?" (Japanese) "Do people in Japan live in families? Are families made up of the same members? What part do children play in families? Let's write these questions on our chart so that we can find the answers." <u>DISCOVERY</u> Teacher refers to chart used on Transparency #2 and class reviews questions. "Let's read this story and see what we can find out about our Japanese neighbors." ("Life in Japan" from Caldwell's <u>Our Neighbors in Japan</u>.) Show pictures and read from <u>Homes Around the World</u>. Discuss similarities of Japanese families and our families. Class begins to make word booklets and word card that include definitions of Japanese terms. (See column I) Read resource chart on Transparency #3 and pronounce Japanese words for children. Japanese words may be placed on reference chart for future use. (Pronunciation key may be found in Appendix.)	Questions We Want to Answer What do we call people who live in Japan? Do people in Japan have families? Are families made up of the same members? Are children important in Japanese families? Caldwell, John C. and Elsie. <u>Our Neighbors in Japan</u>. New York: Day, 1960. Jackson, Kathryn. <u>Homes Around the World</u>. Dallas: Silver Burdett, Company, 1957. Resource Chart (Transparency #3) (See next page)

CONTENT	LEARNING EXPERIENCES	RESOURCES
(Vocabulary continued) onna-no-ko - girl otko-no-ko - boy otoko - man sensei - teacher inu - dog ocha - cat kodomo - child anata - you chiisai - small sukoshi - little watakushi - I takusan - much		A Japanese Family This family lives far, far away. They live in Japan. This family is chiisai. Otoosan has come from work. He has changed his clothes into a kimono. See Obaasan's kimono. The onna-no-ko helped cook the food. She helped set the table. "Pochi", the inu, is a member of this family.
	Use Slides 3 and 4. Ask children to note how the mother sometimes carries the baby.	Show Slides 3 and 4.
Japanese families vary in size like American families.	Show filmstrip <u>At Home in Japan</u>. Discuss differences in urban and rural families. Note size of Japanese families as shown in the pictures and filmstrips. Compare with families represented by children. "Are some families larger than yours? smaller than yours? like yours in size?" "Where do we get our last names? In Japan, people put the word "san" after every name they say. It is like saying 'Ma'am' or 'Sir'." It means, 'I am proud to know you. The last name is always said first. How would we say our name like the Japanese say it?" (Black-san)	Filmstrip: <u>At Home in Japan</u>. Bailey Films. 6509 De Longpre Ave., Hollywood, California 90028

CONTENT	LEARNING EXPERIENCES	RESOURCES
Japanese families vary in membership. Families consist of same members we have.	"Name the members of your own family. Look at pictures of a Japanese family. Name the members of this family. In years gone by, grandparents, uncles, aunts, cousins all lived together. Times are changing this custom. Most younger married couples plan to live apart from their parents now. Why are their ideas changing?" (People from other countries, movies, television, and radio.)	Pictures of a Japanese family. (Slide or pictures from books).
In the past, families contained many relatives. This is what we call "the extended family."	Read "Japan's Past" and then discuss first families in Japan. Children discuss 'the extended family.' "Do you have any grandparents? How many? Where do they live? Do you visit these people? Do you have any aunts, uncles, and cousins? Where do they live? Do you visit these people? These are all relatives and are members of your "extended family." In Japan many years ago, members of the extended family lived together. That is being changed in most families today." Use paper cut-out figures to show the "extended family" of several children.	Peterson, Larraine D. "Japan's Past." How People Live in Japan. Dallas: Benefic Press, 1963, p. 19.
	Children each draw a picture of a member of the Japanese family. Cut out the pictures and staple or tape to a flat stick, (ice cream stick or ruler.) Children pretend they are members of Japanese families. Encourage them to tell a few sentences about themselves or the Japanese family.	Flat sticks, tag-board, or similar paper.
	Children can draw pictures of a Japanese family. Encourage them to write a sentence or dictate a sentence or two about the family. They may want to use some of the Japanese words from chart. These may be placed on the bulletin board.	Chandler, Billie L. Japanese Family Life. Rutland, Vermont: Tuttle, 1963.

CONTENT	LEARNING EXPERIENCES	RESOURCES
	Teacher reads the poem, "A Little Girl in Bloom." Class discusses the poem. "Was this little girl a girl of modern Japan? of Japan of long ago? How could you tell?"	Poem: (Included in Appendix) Payne, Anne B. "A Little Girl In Bloom."
Japanese families vary in structure from our families. Father is dominant figure in rural families. Oldest son in rural family is still favored.	"In families living on the farm, the father is the main one to give directions, make decisions, rules, etc." Show pictures of families working in fields, fishing or other jobs. Read resource charts on Transparencies #11, #13. Discuss these. Identify the father. Note work that men do; note work that women are doing. "What work do you think children might do? Do you see how the baby is carried sometime? This is more true about families living on farms, or in rural areas than in cities."	Pictures of families working. Transparencies #11, and #13.
Older members of rural families are highly respected. Family strucutres are changing in Japan. Young people are breaking away from old customs.	Read from resource materials, resource chart, or tell children about the old customs in Japan where children and young people showed great respect and consideration for grandparents and older individuals. Dramatize situations where children assume role of older people and Japanese children. "How would they greet each other?" (Bow from the waist.) "How else could they show respect for older people?" Stress that this custom is fading out in cities and areas where people use more modern or Western culture.	Jackson, Kathryn. Homes Around the World. Dallas: Silver Burdett, Co., 1957.
	If possible, read book, Visit With Us In Japan, and discuss the family patterns in the story.	Larson, Joan Pross. Visit With Us in Japan. Englewood Cliffs, N. J.: Prentice-Hall, 1964.

CONTENT	LEARNING EXPERIENCES	RESOURCES
Until recently, women did not work outside the home and family.	Ask: "Do any of your mothers have jobs? What kind of work do they do? Teach? Office work? Saleslady?" Say: "It is only recently that women in Japan have been working outside the home. Today some women who live in cities work at jobs like some of our mothers do in the United States. Study the pictures in our books on Japan and find pictures of Japanese women who may work away from the home."	Pictures of Japanese women who work in factories, offices stores, etc.
Some Japanese families allow children to have pets.	"How many of you have pets? What are they? Who takes care of them? Who buys food for them? Does it cost something for you to have a pet?" (Allow time for discussion of questions.) "Do some Japanese children have pets? What kind do they have? Let's look at pictures in our books to see if we can find pictures of these pets." (If possible, read about "Pocki," the dog in The Other Side of the World.) "A very unusual pet that some children have is a cricket. Why would this make a good pet? How would they get one? Would it cost much to keep a cricket?"	Bannon, Laura. The Other Side of the World. Boston: Houghton-Mifflin Co., 1960.
	CONCLUSION Put on a play that the children write themselves about "A Day With a Japanese Family." Invite parents. Dramatize the story about Japan that he liked best. For example: The Other Side of the World by Laura Bannon. Have a tea party using Japanese type decorations. Invite parents and let them see and hear some of the work about Japan.	

MAIN IDEA III. Homes in Japan may differ in many ways with homes in the United States.

CONTENT	LEARNING EXPERIENCES	RESOURCES
	OPENER Examine the arranged environment of pictures or models of homes, such as a house, apartment building, barn, doghouse, birdhouse, sampan, houseboat, tent, cage, etc., and name each shelter and tell who lives there. Ask: "Which homes are from Japan?"	Pictures of various kinds of homes.
All people have a basic need for a shelter in which to live. Every family needs a home, but they do not want the same kind of home.	**DISCOVERY** Children are asked to note the pictures of modern and traditional homes of Japan and of the United States. Teacher asks them to recall why families need shelter. Note that people everywhere have this basic need. (for protection, for safety, for comfort, for enjoyment, as a result of environment.) Note in the pictures, or models, how each of these homes is used and that we can call all of them shelters. Name other shelters and list on board. Tell who uses them. Examples: sampans, nests, tents, trailers, cabins, igloos, apartments, etc.	Anderson, Edna A. Families and Their Needs. Dallas: Silver Burdett Company, 1966, pp. 8-19. Matsuna, Masaka. Taro and the Tofu. Cleveland: World, 1962. Peterson, Lorraine D. "What Are Japanese Homes Like?" How People Live in Japan. Dallas: Benefic Press, 1963. Gartler, Marion and others. Understanding Japan. River Forest, Illinois: Laidlaw Brothers, 1968.

CONTENT	LEARNING EXPERIENCES	RESOURCES
Japanese families have different kinds of homes.	Teacher reads from available sources regarding types of Japanese homes. See suggested references. Resource chart on Transparency #4 may be used.	Resource Chart (Transparency #4) Japanese Homes Japanese families live in different kinds of homes. In cities they may live in apartments. Some families live in wooden homes like this one. There are sliding doors of thin paper. The floors are covered with soft straw mats. The table is low and Japanese sit around it on cushions. Many Japanese have television. At night thick quilts are put on the floors. Food is cooked on the hibachi. Some Japanese use furniture like ours.
Characteristics of rural Japanese homes of the past: raised above ground level movable screens used floors covered with tatami (mat)	Use Slides 5, 6, and 7. Make a blue print using white chalk on blue construction paper, of home. (Show spatial arrangement, but do not attempt to draw to a scale.) Label the rooms.	Slides 5, 6, and 7. Pictures of Japanese farm homes.

CONTENT	LEARNING EXPERIENCES	RESOURCES
rooms used for several purposes Tokonoma, a place of honor and beauty House and yard enclosed by a tall bamboo fence.		
The village houses have thatched roofs, rice straw roofs, or grass roofs--materials which are available. Country homes are sometimes heated with charcoal stove.	Note in the Families Around the World, picture No. 6, the thatched-roofed farmhouse and farm buildings where wheat and other crops are stored. Compare the farm homes with the modern homes of Japan.	Anderson, Edna and others. Families Around the World· Living In Japan. Dallas: Silver Burdett Co., 1966.
Basic rooms desirable for family life: Kitchen Living room Bathroom Bedroom - child's Bedroom - adult's	Review the filmstrip, At Home in Japan. Class helps teacher prepare picture charts or bulletin boards showing similarities and differences between the structural design of Japanese homes and the homes in the United States. For example: Compare the versatile all-purpose room of the traditional Japanese home to our living rooms and family rooms. Architectural comparisons can be made. (If filmstrip is not available, children can study pictures of interior of Japanese homes.)	Filmstrip: At Home In Japan. Bailey Films, Inc., 6509 De Longpre Ave., Hollywood, California 90028. Pictures of Japanese homes using opaque projector.
Vocabulary: shojis - rice paper walls tatami - springy soft mats tokonoma - beauty corner kakemono - hanging scroll hibachi - outdoor oven zabuton - large cushion amado - heavy wooden raindoors	Explore the displayed pictures and models and note how Japanese homes are alike and different from those in the United States. Circle an object in the picture that looks like something in child's house. Tell what it is. Note in the picture an exterior wall made of rice paper sections. (These sections, called shojis, can be opened, or shut to control the amount of outside light in the room.)	Pictures: Stoddard, Patricia. Living In Japan. Dallas: Silver Burdett Co., 1966. Pictures of Tokyo showing modern homes.

CONTENT	LEARNING EXPERIENCES	RESOURCES
futon - quilt denwa- telephone gohan - rice uchi - house tera - temple	Discuss the uses of each of the words in the vocabulary list and illustrate with pictures. Children help the teacher write a series of experience stories pertaining to modern and traditional homes in Japan. (See Resources.) Use Transparency #5.	Resource Chart (Also on Transparency #5) A Traditional Home Houses are made of wood. They have sliding rice paper partitions. There are only two or four rooms. On the floors are straw mats. Each mat is six feet long and three feet wide. They tell the size of house by the number of mats. Twice each year the mats are cleaned. The policeman makes sure that this is done.
Japanese homes have some features that we do not have.	Listen to the teacher read the story, "A Pretty Home in Japan" from Homes Around the World, and explain the reasons for lying on the floor, and building homes of glass with large sliding panels.	Jackson, Kathryn. Homes Around the World. Dallas: Silver Burdett, Co., 1957.
Custom influences the way Japanese people build and furnish homes. There is constant danger from earthquakes. There is also danger from floods and tidal waves caused by earthquake shocks.	Draw pictures or make a diorama showing the inside of a Japanese home.	Carr, Rachel. "A Visit To a Japanese Family Home." The Picture Story of Japan. New York: David McKay Co., Inc., 1962.

CONTENT	LEARNING EXPERIENCES	RESOURCES
	Examine the pictures in Dearmin and Peck, and Caldwell that illustrate these homes. Tell how they are alike or different from homes of families in the United States. Children construct from styrofoam, raffia, cardboard or clay a model of the Japanese house with sliding screens, alcove, and tatami. Tell about the number of rooms and materials the house is made of. (Note that the rooms can be used for other purposes. Beds and other furnishings of the shelter vary according to custom as well as for practical reasons.)	Dearman, Jennie T., and Helen E. Peck. Japan: Home of the Sun. San Francisco: Harr-Wagner, 1963. Caldwell, John C. and Elsie. Our Neighbors in Japan. New York: Day, 1960. Jakeman, Alan. Getting to Know Japan. New York: Coward McCann. 1960.
The attractiveness and pleasantness of each home is the responsibility of all members of the family. Modern Japanese Homes: Western methods of building. Large apartments of steel and concrete in urban areas. Traditional homes in suburbs. More furniture and appliances than formerly.	Discuss ways used by people all over the world to make the home attractive and pleasant. Point out examples of the ways which Japanese use to beautify their homes. (Scrolls, flower arranging, gardens.) Listen to teacher read How People Live in Japan and learn more about houses in Japan today and especially about houses in cities. Class listens to teacher read about a modern Japanese home in Schloat, Part 2. Discuss the floor plan of the house, how houses have changed and how Junich's house is like yours.	Larson, Joan Pross. Visit With Us In Japan. Englewood Cliffs, N. J.: Prentice-Hall, 1964. Engle, Heinrich. The Japanese House. Rutland, Vermont: Tuttle, 1964. Peterson, Larraine D. How People Live In Japan. Chicago: Benefic, 1963. Schloat, G., Warren Jr. Junich: A Boy of Japan. New York: Knopf, 1964.

CONTENT	LEARNING EXPERIENCES	RESOURCES
	If possible, invite a parent who has lived in Japan and is willing to tell the class a little about homes and the Japanese influence in some American homes.	Carr, Rachel. The Picture Story of Japan. New York: David McKay Co., 1962.
Japanese influence can be found in some American homes: scroll painting furniture screens flower arranging gardening hibachi Japanese lanterns on patios	Discuss the pictures of Tokyo, Japan dwellings the teacher has brought to school. Share interesting facts concerning the type of houses seen in the pictures and select a type of house he would pretend he lives in Japan. Compare a hibachi party (outdoor oven) with our barbecuing party. Bring hibachi to school. Show how it can be used. Class can cook something on hibachi.	Franklin, Harold. The Illustrated Library of the World and Its People, Japan. New York: Greystone Press, 1964.
American homes have many items made in Japan. Japanese city homes have many items like we have in our American homes. chairs tables television sets radios refrigerators running water electricity	Read chapter II, "Around the Hibachi" from Prechtl's Come Along To Japan and learn more about the hibachi. Children identify items found in their homes that were made in Japan. Display these, if practical. Class helps teacher make a chart about how Japanese homes have changed. (See Resource Material.) Use Transparency #6.	Prechtl, Louise Boylston. "Around the Hibachi," Come Along To Japan. Minneapolis: T. S. Denison and Co., 1966. Resource Chart (Transparency #6) How Japanese Homes Have Changed At one time most homes had only one room. Now homes have four or five rooms or more. Some homes are several stories high.

CONTENT	LEARNING EXPERIENCES	RESOURCES
	Make a scrapbook or chart using the words that denote dwellings and illustrate each word or type of dwelling. (See Resources) Use Transparency #7. Point out the likenesses in the homes discussed, as well as the differences. Note that there are modern homes as well as old ones in every country.	(Transparency #6 continued) At one time the windows were rice straw paper. Now the windows are of glass. Junich's home has chairs, tables, T.V., radio, ice box, running water and electricity. Resource Chart (Transparency #7) Other Homes in Japan Many families live in a housing project. A housing project is part of a community. These houses are very big. These houses are close together. There are schools and playgrounds here.
Heating of homes: City homes are heated exactly as our homes are heated. Natural and artificial heat.	Discuss different types of heating, both in America and Japan. Note that in Japan the way of heating is similar to our way of heating in most homes.	
The garden is usually made first, then the house is built to compliment the surroundings.	Participate in the story hour listening to the story of the construction of a Japanese house by Godden. Help the class make a model Japanese garden in the classroom, using twigs, stones, water, flowers, shrub branches, etc. (A cake or cookie pan, or a tray from cafeteria would make good container for miniature garden.)	Godden, Rumer. Miss Happiness and Miss Flower. New York: Viking, 1961. Tray or cookie pan, materials for miniature garden.

CONTENT	LEARNING EXPERIENCES	RESOURCES
The Japanese love the plants, the mountains, and the sea around them.	Discuss these questions: "What do Japanese gardens remind the people of? What do the rocks make them think of? the trees? the pool? What do they build first--the house or the garden? Why?"	
They can see the garden from almost every room. It is a small make-believe world.	Use picture No. 12 from the picture packet of Families Around the World and discuss the beauty of the Kawabe's garden or show scenes from slides, pictures from other sources.	Anderson, Edna and others. Families Around the World, Living in Japan. Dallas: Silver Burdett Co., 1966.
The children may pretend to be brave mountain climbers, or soldiers, or anything at all.	CONCLUSION Students add sections to the scrapbook on houses in Tokyo, Japan and the United States. Display magazine pictures of Japanese homes. Mount the pictures on chart paper, and have the class dictate a sentence or two describing each picture. Use on bulletin board. Help the children make a model rice farm on a sand table. Include the farmhouse and buildings (cut from paper and supported on a clay base), paddy, rice plants (bundles of grass blades), mountain, trees, and family (made of clay or construction paper supported by clay.) For the school "Open House" program, pages from the above scrapbooks will make a charming bulletin board. Children will enjoy making "A Japanese Town" from such simple materials as empty milk cartons covered with construction paper and detailed in crayon. Construct miniature Japanese gardens in dishes.	

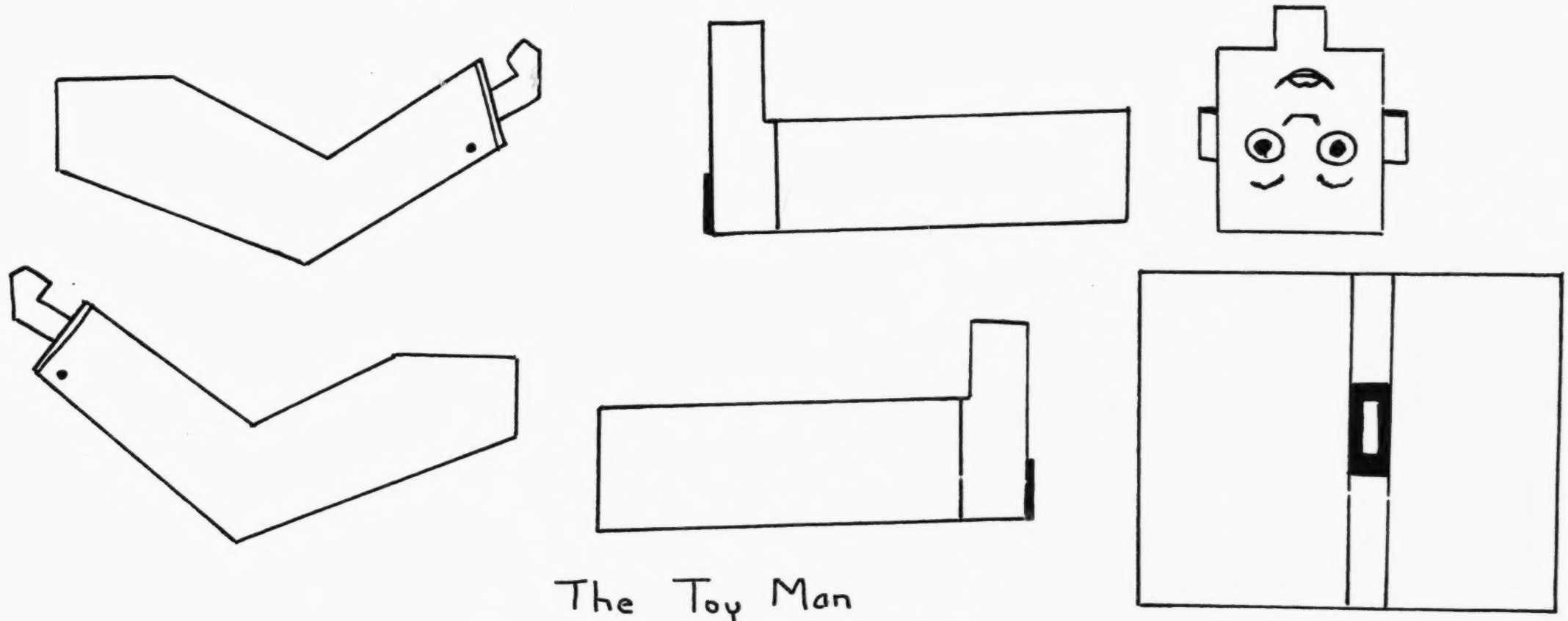
MAIN IDEA IV. Families in Japan work and play in different ways.

CONTENT	LEARNING EXPERIENCES	RESOURCES
	OPENER Display items made in Japan that children and the teacher have brought from home. Examine and explore to find if an article was made in Japan (bottom of figurines, underside of dishes, and labels on clothes and foods.) Discuss larger items (such as motorcycles, machines, bicycles, cars, radios, record players, cameras, tape recorders, etc.). Cut out or draw pictures of them to organize in a display entitled "Made in Japan." Share experiences about these various objects. Refer to the items the children have in their homes that are made in Japan. Stimulate questions such as: "Do all people in Japan work in factories? What work do they do? Do mothers help make these articles? How can we find out?"	Carr, Rachel. The Picture Story of Japan. New York: McKay, 1962.
Geographical location, terrain, and climate of Japan. Japan is an island. volcanic, mountainous hotsprings Mt. Fuji--volcano (worshiped for beauty)	DISCOVERY View filmstrip, The Geography of Japan, and note the climate of Japan and poor soil. Listen as the teacher reviews about the climate in Japan and gives a description of the beauty of Japan in regard to the trees and the many flowers: iris, chrysanthemums, plum, cherry and peach blossoms, azalea, wisteria, zinnia, and lotus blossoms.	Filmstrip: The Geography of Japan, No. 1. Bailey Films, Inc., 6509 De Longpre Avenue, Hollywood, California 90028.

CONTENT	LEARNING EXPERIENCES	RESOURCES
Japan has a variety of climates: monsoons typhoons temperate, rainy earthquakes	Show pictures taken during or after a typhoon, monsoon or earthquake. Explain meaning of each. Compare to hurricanes.	
Vocabulary: monsoon typhoon earthquake humid smog refined		
Effect on farming: <u>Climate</u> Long growing season Raise two or three crops a year Grow many kinds of products	Show picture of luxuriant growth of agricultural products. Show many pictures of Japanese farms. Comment and compare with those in United States.	Photographs, slides and pictures from encyclopedia.
<u>Terrain</u> Rocky - mountainous necessitates small farms on terraced mountain side.	Show pictures of different areas in Japan with mountainous terrain. View slides of mountainous areas with farms on the side of mountains. Use Slides 8-11.	Slides 8 through 11.
People in Japan must work to earn an income, just as in the United States. Japanese family members work at different jobs to earn an income for the family.	Study pictures in encyclopedia and all available sources to see kinds of work Japanese people do. Discuss: "What kinds of work do we see Japanese people doing? First, let's name some jobs that are the same kinds of work we see people do in the United States. (Office workers, builders, cab drivers, any that can be seen in pictures.) List these jobs on board or chart.	Jobs people do in United States and in Japan: work in offices teach drive taxis

CONTENT	LEARNING EXPERIENCES	RESOURCES
	"What member of the family do we see working in these pictures?" (View filmstrip, Japanese Industry: Old and New, about the kinds of occupations that are part of the Japanese culture and discuss these activities such: as production of silk, manufacture of toys, ships, automobiles, jewelry and art craft.)	Filmstrip: Japanese Industry: Old and New. Bailey Films, Inc., 6509 De Longpre Avenue, Hollywood 28, California.
Rice farmers	"Let us study these pictures closely and see other kinds of work that Japanese fathers do. Look at the pictures of the Japanese rice farmer. We have rice farmers in our country but they do not farm rice like this. What members of the family do we see working in the rice fields?" Show pictures of rice farming. Bring samples of different kinds of rice to school. Explain that rice has been refined since it was gathered from the rice fields. Read or explain briefly some details of the planting, growing, harvesting of rice.	Pictures of rice farming from encyclopedia or other sources. Bannon, Laura. The Other Side of the World. Boston: Houghton Mifflin Co., 1960. Encyclopedia Samples of rice
Factories Vocabulary: factory product assembly line specialization interdependence ways Their work is called specialization.	Note items that have been collected which say "Made in Japan." If possible, find pictures of people working in factories. "Everyone in the factory has a special job to do. Let's look at this toy truck. What jobs would it take to make this truck? (All the parts would have to be cut out of metal.) What else? (Each part painted, etc.) Finally all the parts would have to be put together to make the finished product. This is done by an assembly line. Each person has one little job to do on the truck and he does that all day long, day after day, as long as they are working on that one toy. This is called "specialization." Each worker is "specialized." He can do only one thing. It takes all	Pictures of factory workers. Toy Objects

CONTENT	LEARNING EXPERIENCES	RESOURCES
Factory workers are interdependent.	working together to make the one product or toy. These workers are "interdependent." They must help each other, work together to put their product into finished form. Interdependence means being dependent on each other for something. (Use Transparency #8.) Let's examine other articles here to see how several people must have worked together to make it." (Class examine articles made in Japan and discuss how many people may have been involved and what jobs they might have done to make the article.)	Transparency #8. Specialization. Articles made in Japan
	"Today, let's pretend that we are all working in a factory making toy men. Each one of us will have a job to do and we will do this same job over and over until I say stop. First, let's look at this example of the toy man that I have made to show how it will look when it is finished." (See pattern. Teacher will have put one together. Class outlines various jobs that must be done, i.e. color each part of toy man, cut each part out, staple each part on, etc.) "Let's decide who will do each of these jobs. This will be our specialization. We will have to work together to have a finished product. What do we call this?" (interdependence) "We will learn much more about this." (Class does special jobs for a brief time, counts how many have been done. Then teacher repeats process with each child doing all the work toward making the toy man.)	Pattern for toy man
Specialization increases production and decreases cost--usually.	"Which way did we make the most toy men? Which man would cost more then, if you bought it at the store? The one we all worked together to make or the one you worked on by yourself? Yes, the more toy men that are produced, the less each one will cost.	



The Toy Man

You are to cut out the toy man. Staple the arms, legs, and hea[illegible] the body. With a pencil or pen, color the eyes and mout[illegible]. As soon as you finish one, get another and repeat the same thing. See how many you get done in the allotted time.

CONTENT	LEARNING EXPERIENCES	RESOURCES
Labor costs largely determine costs of finished product.	Which do you think would be more interesting? Would you prefer to do the same thing over and over and over and never really get through with one toy man, or would you rather do one entire toy?" (Discuss.) "Usually people get more satisfaction from doing all of the work on one thing and finishing it. We have many factory workers in the United States who work at jobs like those in factories in Japan. Japanese workers, many times, do not receive as high wages as do workers in the United States. Therefore many of their products are cheaper than those we make here in the United States."	
silk farmers arts and crafts	"Let's name other jobs that we see people doing in the pictures. Some people work at jobs that we don't usually find in the U. S. Here is a picture of a man who has a silk farm. What kind of farm would this be? Let's look at the picture and listen to this information about silkworms." (Use Transparency #9 about silkworms and silk, or use encyclopedia.) "We see many pieces of china, many pictures, embroidered scarves, pillows that come from Japan. These art objects and crafts are other jobs that people do. See if you can find pictures of people doing this or examples of the finished product. Japanese love beauty in flowers, china, furnishings, clothes."	Resource Chart (Transparency #9) Silk Farming In Japan there are small green worms called silkworms. They feed the worms mulberry leaves. The caterpillar sleeps within the cocoon for about three weeks. They spin long silk threads about their bodies to make a cocoon. The cocoons are put into hot water. The threads are unwound, and made into balls. These balls are sent to factories. At the factory threads are woven into cloth called silk.

CONTENT	LEARNING EXPERIENCES	RESOURCES
		Wormser, Sophie. About Silkworms and Silk. Chicago: Melmont, 1961.
		Examples of Japanese art objects.
Fishing	"Here we see men and boys fishing. Many of them work at making a living through this means. Fish are enjoyed as one of the favorite foods of the Japanese. Many people need to fish in order to have enough for those who want to buy them. We say there is a high 'demand' for the fish. The fishermen try to 'supply' all the fish that the people will buy." Use Transparency #10.	Pictures of Japanese fishermen.
Demand largely controls the supply of goods. Supply and demand also influence cost of product.		Transparency #10.
	"Let's see if we can find other pictures of people fishing. Let's note their kinds of boats, nets, and fishing equipment." (Discuss pictures that are found.) Use Slide 12.	Slide 12.
Pearl fishing Vocabulary: pearl oyster oyster bed	"Another kind of fishing that we might see in Japan is 'pearl fishing.' What is a pearl? What is meant by pearl fishing then? Why would people want to dive and fish for pearls? Where do pearls come from? Let's look in our reference books to see if we can find a picture of an oyster that has a pearl in it. Some fathers and boys in Japan would be earning an income in this way. But it would take much hard work because there might be many, many oysters that would not have pearls in them. The fishermen could sell the oysters, but they are always looking for the pearls." Use Slide 13.	Pictures of pearl divers, oyster fishermen Pictures in encyclopedias or other sources. Use Slide 13.

CONTENT	LEARNING EXPERIENCES	RESOURCES
Agriculture other kinds of farming care of farms size of farms Japanese farm families practice good conservation.	"Let's look at other pictures of farms in Japan. What do you notice about these farms? They are all clean-looking, every part of the farm is used--even high up on the hills on mountains. Why is land scarce in Japan? How would this affect the way the farmers used their land? Japanese have to learn to conserve every bit of land, fertilize, and seeds. They try to make use of everything. What do we mean by conservation? Do they use good conservation practices?"	
The Japanese farm family all help with jobs on the farm. Father	"Let's look at this chart about the Japanese farmer." Use Transparency #11. "Here is the father of the family. Listen while I read about his work. Let's think of some jobs the farmer would have to do. Is he a specialized worker? (No) Is he a producer? (Yes) What could he produce? Is he also a consumer? What would he and his family consume? Let's make a picture book of farm products that the Japanese might grow." Use Transparency #12.	Resource Chart (Transparency #11) A Japanese Farm Family-- Father This is the father of a Japanese farm family. He is the head of the family. He tells his family what to do He works hard on the farm. He has on his work clothes. All of the family share the work on the farm. Magazines to cut out pictures of agricultural products Construction paper, brads.

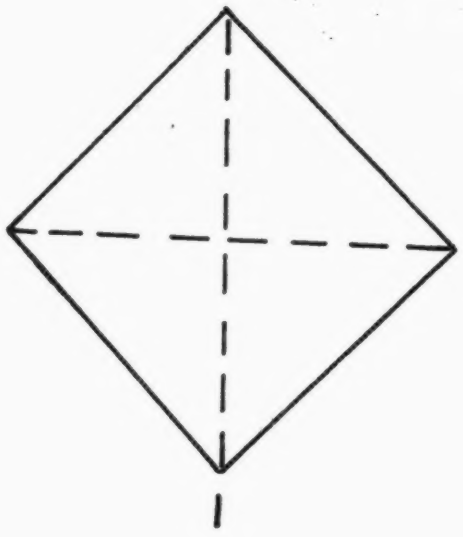
CONTENT	LEARNING EXPERIENCES	RESOURCES
Mother	"Here is a story about a Japanese mother. Let's read about her work on the farm." (Discuss chart on Transparency #13.) The Japanese farm family probably will dress more like old times than the Japanese family that lives in the city of Tokyo. What other jobs do you think the mother of the farm family might have to do? What kind of food would she cook? What are some of the favorite foods of Japanese? Let's see if we can read this chart, study our pictures and find out." (Use Transparency #14.)	A Japanese Farm Family-- Mother This is the mother of a Japanese farm family. She has many jobs to do. She must work in the home. She helps on the farm. She takes care of the children. Her clothes are more like the Japanese dress of long ago. Resource Chart (Transparency #14) Japanese Food Just like boys and girls in the United States, Japanese children have favorite foods. They eat rice at every meal and drink hot tea. They also eat fish and many vegetables. They like bamboo sprouts. Did you ever try these? They have party cakes and other good things.
Grandmother	"Sometimes the farm family has a grandmother who lives with them. Let's read our chart about the Japanese grandmother." (Read and discuss.) "Can you think of jobs Grandmother could do to help at home?" Use Transparency #15.	Resource Chart (Transparency #15) A Japanese Grandmother This is the grandmother of a Japanese farm family.

CONTENT	LEARNING EXPERIENCES	RESOURCES
		(Japanese Grandmother Cont.) Grandmothers and grandfathers sometimes live with the farm family. See the baby on Grandmother's back. This is the way all Japanese mothers of long ago took their babies with them. Grandmother helps the farm family work at home and on the farm.
Children Family members do work they are qualified to do. Farm products may be sold or traded for things the family needs. There may be enough income to get some things the family wants.	"Japanese children living on the farm have many jobs they can do. Let's list these on the board." "What does the farmer do with the vegetables, rice, chickens, and other products that he raises? What could he do with them besides sell them? What is the difference between selling and trading? Why might he trade with some people rather than sell to them?"	Jobs Japanese Children Can Do on the Farm Help plant farm. Take care of animals. Pull up weeds. Feed chickens and gather eggs. Pick up straw mats in houses.
All work on the farm is shared so that the family can raise more.	"Who helps the Japanese farm family at work? Yes, all the family except the baby. Why is it necessary that all the family help? Is this true in many of our families?"	
Occupations similar to those in our country. Some Japanese people provide services.	"Do some Japanese fathers work at jobs like our fathers do? Name some of these. Some Japanese fathers produce service rather than goods like the Japanese farmer. Let's name some people who would produce such services."	If possible, show pictures of Japanese policemen, mailmen, etc.

CONTENT	LEARNING EXPERIENCES	RESOURCES
	(Teachers, doctors, dentists, policemen, etc.) "Why do Japanese families need the services of these people?" Discuss. "Choose one Japanese worker and dramatize his job. We will guess what it is and decide if you are a producer of goods or services."	
	Children cut out magazine pictures of people working. Mount on tagboard. Under headings of "Producers of Goods" and "Producers of Services", children classify the workers.	Magazine pictures.
	Plan a similar activity using pictures representing people producing and consuming. Children classify mounted pictures under "Producers" or "Consumers".	Magazine pictures.
•Japanese families have fun in ways that are like ours and in other ways. Fun like we have: flying kites swimming baseball watching TV	Look at pictures of Japanese children and their families enjoying various activities together. Ask questions such as: "What are the children doing in these pictures that look like things you do to have fun? Do you see the boy flying a kite? What is the favorite sport in Japan? (baseball) See if you find pictures of that. Here is another picture of children swimming. Do Japanese children have televisions in their homes? See if you can find any pictures showing Japanese children watching television. Let's list ways Japanese families can have fun that are like our ways of having fun. Let's look at the filmstrip to see what else they do." Discuss filmstrip, Leisure Time in Japan.	Use all available sources which include pictures of recreational activities. Encyclopedias Japanese families have fun like we do. fly kites swim play baseball watch fish Filmstrip: Leisure Time in Japan. Bailey Films Inc. 6509 De Longpre Ave., Hollywood, California 90028

CONTENT	LEARNING EXPERIENCES	RESOURCES
Some things Japanese families do for fun are different. Vocabulary: festival Japanese festivals celebrate certain special occasions.	"Some of the most exciting times for Japanese families are during festivals. Children especially like the festivals that are honoring them. Let's read our chart and find out what festival is planned for boys." (Discuss chart.) Use Transparency #16. "Let's draw a picture of the Boy's Day flag pole. Put on the pole the number of paper fish that shows how many boys you have in your family. If you don't have any boys, just pretend that you do. Plan one sentence that we can put under your picture."	Resource Chart (Transparency #16) Japanese Festivals Boy's Day Large paper carp fish fly from a pole in front of the house. There is one fish for each boy. They display warrior dolls. Hero stories are told. Pictures of Boy's Day Festival Mears, Helen. <u>The First Book of Japan</u>. New York: Franklin Watts, Inc., 1953.
Doll's Day Display all fine dolls of family: Court dolls Invite guests, serve tea and cakes.	"Girls have special festivals also. One name given to this day is Doll's Day. Why do you suppose it is given this name? Let's look at pictures of children on Doll's Day. Does this give you an idea? Let's read our chart about Doll's Day. Does this sound like fun? What celebration does it remind you of? (birthday) Boy's Day and Doll's Day are often celebrated together now as Children's Day. Let's pretend we are going to see a friend on Doll'a Day. What can we say? What can we do? What can we play?" Use Transparency #17, and use Slide 14.	Resource Chart (Transparency #17) Doll's Day Festival Doll's Day is the festival day for girls. All the family's fine dolls are put out to look at. Some of these dolls are of the Emperor and his Court. The family invites guests in for tea and cakes. Show Slide 14.

CONTENT	LEARNING EXPERIENCES	RESOURCES
Cherry Blossom Festival New Years	"There are many other special festivals. One favorite is the Cherry Blossom Festival when everyone goes on a picnic while the cherry blossoms are blooming. The Japanese also have a big celebration to observe New Year's." (Make cherry blossoms out of pink paper muffin cups or tissue paper. Wrap small wire around this and put on stem. Arrange in vase.) Show film, Japanese Children. Discuss. Children and teacher make some fish, or other type kites. Display these.	Minugh, Lenn and Nancy K. Cory. Japan. Pasadena, California: Franklin Co. Film: Japanese Children. Encyclopedia Britannica Inc., Pasadena, California.
Drinking tea is a favorite treat for Japanese.	Ask girls to bring doll dishes to school. Make hot tea. Serve to class. Show how Japanese hold cup and drink tea. "Why is the tea drinking ceremony important in Japan?" (Gives people time to meditate, relax, talk.) "How does your family drink tea?"	
Origami is folding paper to look like object.	"One popular form of recreation is called 'Origami' - paper-folding art. Children begin learning this but it is carried on by adults because it can become very difficult. You can learn to fold paper to make a pig, a boat, a hut, flowers, birds, other animals. Let's learn how to make a pig." (See pattern. Go through directions one step at a time with children.)	Sakade, Florence. Origami: Japanese Paper Folding. Charles E. Tuttle Co., Inc. Origami pattern for pig on next page.
Japanese families like to take trips to parks, beauty spots and shrines. Vocabulary: shrines Mt. Fuji	Show pictures of Japanese shrines and of people making trips to Mt. Fuji. Discuss travel that members of class have done. "What did you go to see? Did you see any beautiful country? How did you travel?" Use Slides 15, 16 and 17. CONCLUSION "Let's each find or draw a picture that will show some way a Japanese family can have fun." (Display on bulletin board.)	Picture of beauty spots in Japan. Show Slides 15, 16 and 17.



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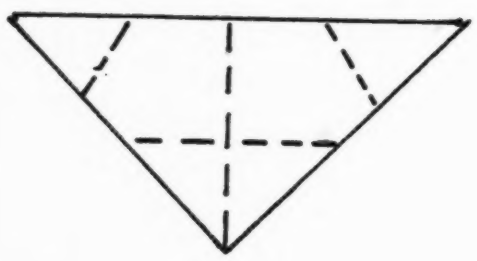
The Pig



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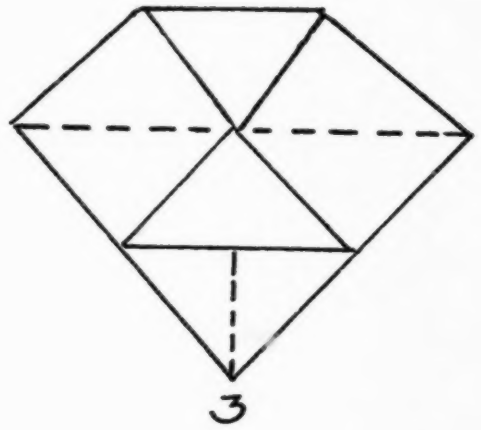

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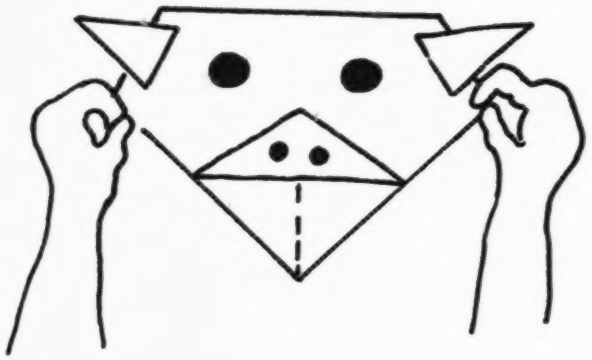

Japanese children make movable animals of folded paper (origami).

Fold a square of paper as shown by the dotted lines. Draw eyes and nose. Hold the pig as shown and move your hands. The pig's mouth will open and close.

MAIN IDEA V. Japanese families teach their children customs, values, and beliefs of their culture.

CONTENT	LEARNING EXPERIENCES	RESOURCES
Japanese children learn much about what their family believes and thinks from the family members. Courtesy: Politeness and respect--especially for older people.	OPENER "What do we mean when we say, 'He (or she) is so polite.' or 'She is a very courteous person.'? Can you show some ways that we are polite or courteous to others?" (Thank you, please, shake hands, wait turns, etc.) "Japanese people are very polite, or courteous. They bow from the waist when they meet someone that they want to honor. They use very polite language when they speak, such as: Honorable Father, Your honored father, etc." "Japanese leave their shoes at the door of their homes. They think it is impolite to wear shoes in the house. Let's pretend that we are two Japanese friends who meet on the street. Demonstrate how each will act toward the other." (Dramatization.)	
Japanese have some customs of preparing and eating foods that are different.	"Look at the pictures of the Japanese people eating. Can you tell what it is? Some of their food is quite different from ours. Do you remember what some kinds of food were that we mentioned earlier in our study of Japan? (Rice, fish, vegetables, tea, etc.) Japanese eat some unusual foods that we do not ordinarily eat but they are quite delicious. Bean sprouts, bamboo sprouts, water chestnuts, and some fish are used in Japanese foods to give it a delicious flavor. Japanese eat very little beef. Can you think why? Do you see pictures of cattle in any of our books?"	Foods that the Japanese eat which we eat: shrimp crab lobster fish chicken cherries onions wheat peas sweet potatoes rice

CONTENT	LEARNING EXPERIENCES	RESOURCES
	"There are very, very few in Japan and so there is little beef available for them to eat. They do eat many different kinds of fish. Sardines, trout, crabs, shrimps, clams, and oysters are all eaten by Japanese people. In fact, so many fish are caught that many are canned and shipped to other countries. Let's pretend that we are planning a Japanese meal. What do you want to have at this meal? (Dramatization) Some of their food is like our food. Let's name some of these. (See Resources preceding page.) Japanese children learn to eat and to like certain foods, because their families teach them these things."	Samples of food oddities would be helpful. water chestnuts bamboo sprouts bean sprouts
Japanese cook on the hibachi.	"Japanese food is often cooked on a small open stove which burns charcoal. This is the hibachi which many of you use out in the yard to cook your hot dogs or hamburgers on. In some Japanese homes, this is also the stove used to keep the room warm. Let's find pictures of the Japanese family sitting around the table and the hibachi." (Cooking something would be exciting to children.)	Pictures of Japanese family eating. hibachi
Japanese use chopsticks to eat their food instead of silverware.	Display chopsticks. "Look carefully at the pictures of children and families eating with chopsticks. Let's see if we can hold two pencils like they would the chopsticks." (Demonstrate use of chopsticks with children.) "Much of the food is served in bowls. Japanese want the table, the dishes, and the food to look pretty. Where do the Japanese sit while they are eating?" (On cushions or mats flat on the floor around the low table.) "Let's pretend we are having guests to eat. Show how the Japanese would treat these guests and how we would sit, eat, and enjoy a Japanese meal."	Japanese bowls, chopsticks, etc., if available.

CONTENT	LEARNING EXPERIENCES	RESOURCES
Japanese children are taught the procedure for the tea ceremony.	"Japanese girls and boys are taught how to make, to serve, and to drink tea in a special way. This is done very carefully. Dishes are arranged in a certain way and the girls must go through each step of making tea just exactly as taught. Tea is served to be enjoyed leisurely and people sit quietly, talk quietly, or think although the Japanese are changing this some. It is supposed to be a time of relaxation and thoughtfulness. Let's put out our tea pot, cups, bowls, and plates on the table and set it for the tea ceremony."	Pictures of family having tea. Tea pot and dishes (can be doll dishes.)
Japanese families have taught their children certain customs of dress for special occasions.	"Japanese people are wearing clothes that look like ours a great deal of the time. For special occasions, though, they still wear kimonas, sash, or obi, sandals, or clogs, and carry paper parasols. Farm families dress in these kinds of clothes more than families that live in the city. This is a custom that has been carried on for many years but is used less and less as people are changing their style of dress to be more like ours. Let's look at pictures of the Japanese family dressed in their kimonas. Do you think it would be easy to run and play baseball in them? to work in the rice fields? to work in the factories? Perhaps these are reasons the style of dress is changing. Let's draw a picture of some Japanese children and write a sentence about our picture. We will put them on the bulletin board." Use Transparency #18.	Resource Chart (On Transparency #18) Children in Kimonas These are Japanese children dressed up for a holiday. They have on pretty kimonas. See their sandals, or zoris. The boy has on wooden clogs called getas. They have paper parasols. Most of the time the children dress as we do. At school they sometimes have special uniforms. Stoddard, Patricia. Families Around the World. "Living in Japan." Dallas: Silver Burdett, 1966. Pictures of family dressed in traditional clothes.

CONTENT	LEARNING EXPERIENCES	RESOURCES
Japanese teach children to appreciate beauty. Girls learn flower arranging. Families love a tiny, beautiful garden. Children are taught art in schools. Families collect art objects, scrolls, paintings, statues, china, etc.	"Look at pictures of Japanese gardens, art work, homes, etc., and contrast what the Japanese consider beautiful and what we consider beautiful." (Flowers are line arrangements, only a few in the vase. Simple furnishings. Note architectural styles of roofs, shrines, etc.) Study designs on Japanese china or pictures. "Can you tell how Japanese art looks different from ours?"	Pictures, slides, sketches of Japanese art, shrines, objects of beauty.
Vocabulary: scroll characters Japanese homes have a tokonoma, or beauty spot, where they have a scroll, a vase, and some flowers.	Look at pictures of Japanese scrolls. Give children long sheets of butcher paper. Let them draw or decorate a scroll. Roll it on two pencils, dowel rods, or old broomstick handles that have been cut up. Display these.	Pictures of Japanese scrolls. Butcher paper.
Japanese families take trips to shrines, to parks, and to other places of beauty.	Teacher can say: "Many Japanese beauty spots are shrines. These are places of religious importance like our churches. People go to these shrines to worship, to pray, and to see the beautiful building itself, the statues, and the gardens. There are many statues of Budha in Japan. He was one of the leaders of religious beliefs in Japan. When we go to a famous city in the U. S. we sometimes visit one of their beautiful churches.	

CONTENT	LEARNING EXPERIENCES	RESOURCES
	This is something like the trips the Japanese take to their shrines." (Show pictures of shrines and statues.) Use Slides 18-20.	Show Slides 18, 19 and 20. Pictures of shrines, statues of Budha, etc.
Japanese families write in different form.	Show examples of Japanese writing on Transparency #19. Explain that each character stands for a word or expression. "It is called "ideograph writing." Children must learn thousands of these forms. That is why it is so difficult to learn to write and read in Japanese. Characters are written with a pen and must be done in a certain way. This is the way to write "Japan." The letters mean 'Rising of the Sun' and are pronounced Nikon (Ni-kon) and sometimes Nippon. Japan is known as the land of the rising sun and that is the way they write this."	Transparency #19, Japanese writing.
	CONCLUSION "We have learned about many customs that Japanese families teach their children. Can you tell me what some of these are?" (Review) "Let's pretend that we are Japanese children and dramatize some of their customs." (Dramatizations)	

CONTENT	LEARNING EXPERIENCES	RESOURCES
Studying the people of an area makes it possible for us to understand and appreciate them.	"Do you suppose the Japanese thought that some of our clothes and foods were odd when they first saw them? Why do you think they have accepted some of them now? Do people's customs make them different? Is this a good thing? We should respect and appreciate the many different peoples we have studied. We can understand them better after studying about how they live."	

EVALUATION

Worksheet review for unit on Japan. Teacher will read question and children will underline the correct answer.

MAIN IDEA I:

1. Japan and the United States have become good neighbors because they

   A. share the same ocean.
   B. share ideas and products with one another.

MAIN IDEA II:

1. A traditional Japanese family would be

   A. a husband and wife and their grandparents living together.
   B. a mother, a father and their children living together.

2. When the Japanese greet each other they

   A. bow
   B. shake hands

MAIN IDEA III:

1. A tokonoma is

   A. a straw floor mat.
   B. a special corner of beauty in a Japanese home

2. Western-style furniture in a Japanese home is

   A. like furniture of western Japan.
   B. like furniture in homes of the United States.

3. Modern apartment houses of Japan are found mostly

A. in large cities.
B. outside large cities.

4. Before entering a Japanese home, the visitor must

A. give a present to the father.
B. take off his shoes.

5. Many people in the United States wear Japanese clothing and have Japanese gardens because

A. all of these people are Japanese.
B. people of the United States like many things from Japan.

MAIN IDEA IV:

1. Japanese may cook food on a

A. tokonoma.
B. hibachi.

2. The favorite sport in Japan is

A. baseball.
B. swimming.

3. Japan does not have many cattle farms because

A. the monsoons kill the cattle.
B. the land is used for growing crops.

4. We study about the arts and crafts of Japan so that

   A. We can make things like the Japanese.
   B. we can understand more about the Japanese.

5. Origami is making things from

   A. paper.
   B. clay.

6. Carp kites are flown on

   A. Children's Day.
   B. New Year's.

MAIN IDEA V:

1. Children in Japan usually wear

   A. kimonos.
   B. clothes like ours.

APPENDIX

Level I

LIST OF PUBLISHERS

Abingdon Press, 201 Eighth Ave. S., Nashville, Tennessee 37203

Alfred A. Knopf, Inc., 501 Madison Ave., New York, New York 10022

Atheneum Publishers, 162 E. 38 St., New York, New York 10016

A. S. Barnes & Co., Inc., 8 E.36th St., New York, N. Y. 10016

Benefic Press, 1900 N. Narragansett, Chicago, Illinois 60639

Bureau of Publications, Teachers College, Columbia University, New York, N. Y. 10027

Charles E. Merrill Books, Inc., 1300 Alum Creek Dr., Columbus, Ohio 43216

Charles Scribner's Sons, 597 Fifth Ave., New York, N. Y. 10017

Childrens Press, Inc., 1224 W. Van Buren St., Chicago, Illinois 60612

Connecticut Valley Historical Museum, Springfield, Massachusetts 01103

Coward-McCann, Inc., 200 Madison Ave., New York, N. Y. 10016

Doubleday & Company, Inc., Garden City, N. Y. 11530

Dover Publications, Inc., 180 Varick St., New York, N. Y. 10014

E. M. Hale and Company, 1201 S. Hastings Way, Eau Claire, Wisconsin 54702

E. P. Dutton & Co., Inc., 201 Park Av. S., New York, N. Y. 10003

Franklin Watts, Inc., 575 Lexington Ave., New York, N. Y. 10022

G. P. Putnam's Sons, 200 Madison Ave., New York, N. Y. 10016

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